

# THE Catholic Educator

Audio- Visual Education

September 1960



*Government Aid to Catholic Schools: Social, Legal Bases . . . 41*  
*Language Laboratory Enters High School . . . 90*



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## ON OUR FRONT COVER

Choristers perform at Regina Dominican High School, Chicago, Illinois. The Terrazzo risers leading up to the stage in the auditorium were planned with this choral activity in mind. Photo courtesy of Barry and Kay, Architects, Chicago, Illinois

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# CLIPS AND COMMENTS

By  
John F. Wagner

## THE FIRST AMENDMENT IN FLORIDA

Dade County, encompassing metropolitan Miami, is a rapidly growing, fast-paced area where communities spring up and grow before the schools can be put up. Nevertheless its school system has managed to maintain balance and all things considered provides a good education for its children. Its system of inculcating moral and spiritual values in the children is a fine one and has been copied by a number of other districts throughout the country.

This summer however, three Jewish parents backed by the American Jewish Congress, a Unitarian, and an agnostic, backed by the Florida Civil Liberties Union, are seeking an injunction from the courts which will prevent the schools in Dade County from engaging in or conducting religious practices in the schools. Their bill of particulars takes up bible reading, grace before meals, religious hymns, observance of religious holidays (Christian or Jewish), religious displays, questions on religious affiliations for student or faculty and, finally, baccalaureate programs.

Hearings were conducted for four days on the petition but were recessed until late August on the occasion of a death in the presiding judge's family. They will be resumed in late August.

These hearings brought out the thoughts of some of the students who were of the Jewish faith or of no faith at all objecting to the various pageants run by the schools and the bible reading. This, in spite of the fact that they were not required to attend or participate. It also heard, as an "expert" witness a Unitarian minister who objected to some parts of the Lord's prayer as common to only one religious tradition and who stated that the religious pageants were objectionable because they represented only one point of view. An example of the minister's logic is found in the answer to the question as to where he thought God is. Attorney Brigham asked this question:

"Our Father, which art in Heaven," would you object to that part sir? Locating God in Heaven is objectionable to many Unitarians. Where do you think God is? Answer: Everywhere.

The first amendment, as every schoolboy knows, guarantees freedom of religion, not freedom from religion. These parents, arguing that the non-

compulsory religious practices carried out in the schools are contrary to the principle of freedom of worship are merely advocating one concept over another—the agnostic's non-religion against the greatly watered-down religious observances practiced in the schools. It is common practice, in areas predominantly Christian, to recognize the various observances of that culture. Minority cultures are recognized also in granting holidays for Hanukkah and others in most areas. To argue, however, that these observances which have been agreed to by the various religious bodies in the community and represent, at best, a bare minimum of the common heritage of the various religious cultures and traditions violate the spirit of the First Amendment, is to torture the meaning of that simple sentence.

Already inroads have been made to insure the secularization of our community life. Campaigns such as the one in Florida or the one in New York to remove the Christmas creche are doing a disservice to the common good and robbing it of a priceless ingredient—moral strength—needed to make and keep this country strong. As the editorial in *America* recently stated, "We cannot wish them success."

## PLANKS ARE TO RUN ON

From the constant newsprint and television coverage of the Democrat and Republican national conventions, it would be a poor witness indeed who did not know something about the various men running for office and the platforms they are supposed to run on. So much attention was given to these two events that the platforms of the candidates as well as the views of the candidates themselves have been exposed to the people in a degree probably never before seen in this country.

Because of this exposure, attention is being given to the planks of the particular platforms and it is expected that a great deal of effort will be made to place the platforms into the legislative program of the party which formulated them. While civil rights and defense have occupied the spotlight, our attention is drawn to the plank on education and the comparison between the parties for their approaches to this problem.

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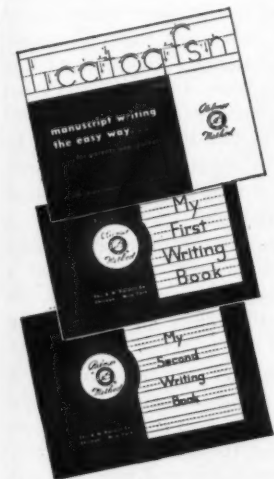
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eral action in this field, the republican plank merely concerns itself with school construction. It endorses federal aid for this project and pledges continuation of college housing loans.

In contrast, the democratic plank takes up not only school construction but supports federal aid to raise teachers' salaries. Additionally, it calls for college scholarships and loans and for assistance in the construction of all kinds of university buildings.

Even though platform planks are the declared principles of the party, planks are primarily written to attract as many diverse groups of voters as possible so that favorable consideration (and thus votes) will be given to its program. The education plank is no different. It is doubtful, however, if the planks as written will attract many votes on their strength alone (although teacher groups have long petitioned for salary relief), but they are significant from the standpoint of what may be expected in the way of more federal aid to education in the future from both parties. Regardless of who is in power, federal aid to education is here to stay and the camel is edging further and further into the tent.

### **TOO MANY COLLEGES?**

Too many colleges and not enough scholars would seem to be the synopsis of a discussion currently being carried on in various circles. Critics of Catholic higher education have stated that in order to provide proper Catholic college and university education, more emphasis should be put on expanding and improving the colleges and universities that we have now—even reducing the current number in an effort to provide good qualified faculty members in every Catholic college and university. On viewing the situation of some of the smaller colleges, it is apparent that difficulties in maintaining high faculty standards with necessarily lower wages as well as the limitation of the number of courses offered have prevented many colleges from raising their academic achievements to the standard of their secular contemporaries. This situation would be remedied in part by the critics, by abolishing these small colleges and allowing the accrued talent and resources to be applied to another institution to enable it to raise its levels.

Another solution offered is that of allowing Catholic colleges to affiliate

themselves with secular universities in much the same manner as, say, St. Michael's College of Toronto has affiliated itself to the University of Toronto and thereby offers a Catholic university education employing the facilities and fine faculty of the secular institution for those courses desired by the students to fill out their education.

What of these arguments?

On the one hand, it would seem that the critics are oversimplifying their case. There is nothing to say that the smaller colleges will remain small and are not endeavoring constantly to raise their standards. In addition, it is impossible to say that by merely abolishing some of the colleges now in existence, that the accrued talent and resources will automatically be shifted to another college or university. This is just not so. And finally, many small colleges are completely justified in their position of offering only one or two major areas of study by virtue of the fact that their location and the people they serve demand this type education and would be hard put to replace it if that college ceased functioning.

On the other hand is the big bugaboo of all administrators—cost. The rising cost of Catholic higher education is simply squeezing many smaller institutions close to the breaking point. These costs have to be passed on or the money raised elsewhere.

In addition, it is easy to see considerable duplication not only in courses and degrees offered but in fund raising and other activities. This is not bad in itself but perhaps might be subjected to study to determine whether, for instance, it is necessary for five girl's colleges in a metropolitan area to offer the same course for the same degree while all five neglect another course of study.

Unfortunately, there is no easy answer. And perhaps more unfortunately there is no one or no agency who can give the answer in the first place. In its traditional independent and almost autonomous state, the Catholic college or university decides for itself whether to exist, expand or disappear. And with over 250 institutions of higher education under Catholic auspices in this country, it is extremely unlikely that an answer is to be expected. Nevertheless, it is interesting speculation and may bear fruit, if not of one kind, perhaps of another.

### **IT SHOULD BE NOTED THAT . . .**

• The recent statement by Archbishop Joseph E. Ritter which stipulated that no Catholic may attend a non-Catholic college without written permission from the archdiocese, and that this permission will be given for only just and serious reasons, has caused a stir among some circles in the Catholic press and elsewhere. Undoubtedly it will receive some attention in the Church-state rhetoric currently in vogue. The statement, however, even though critics are quick to point that it only applies to the St. Louis archdiocese, merely quotes and confirms the law of the Church. There is considerable difference of opinion in the Church as to whether to insist on formal application to attend secular schools and there is considerable difference of opinion as to the wisdom of forcing students to attend schools where they may not be able to train for their life's work, but the Church decided this some time ago and the rule is still in force. Granted this was done at a time when it was considered necessary for the teaching of the Faith in our secular country, and that the function of the schools has outgrown this. Nevertheless, the Archbishop of St. Louis still feels that the proper place for training Catholic youth is in Catholic colleges and universities and wants to know why they plan to do otherwise. This certainly cannot be deplored by anyone despite the possibility of hardship and the strictness of control necessary.

• The American Bankers Association recently discovered by means of a survey that only about 4% of the country's 10 million high school students ever take a course in economics. To help correct this situation and to give the students some idea of the economics of a free enterprise system under which the United States is run, the association has evolved a program to teach these principles to the students by means of local bankers in various communities volunteering their services and with visual aids and specially prepared booklets providing a basic course in American economics. Started in Tulsa last year, it has been received favorably in this and other areas of the country and is being encouraged on a national scale. Aside from the course, various booklets and aids are available for use in conjunction with other courses.

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# Reader Reaction

## Adds to Knowledge of Whole Man

Editor:

Congratulations on the publication of the series of three articles by Rev. Edward L. Murray (Feb., March, and June issues). As a seminarian for the Diocese of Pittsburgh, it was of special interest to me, particularly in so far as it underscored the fact that psychiatry, when properly defined as a study of interpersonal relationships, does not necessarily conflict with religion, but complements it by adding to our knowledge of the whole man.

THOMAS SHAUGHNESSY

1325 Kenberma Ave., Pittsburgh 16, Pa.  
June 30, 1960

## Foster Child's Health, To Be Sure!

EDITOR:

As I read your editorial on, "The Child's Physical Development" (May issue), a recent research project, conducted by Dr. Frances A. Stoll, director of courses for dental hygienists, Columbia University, came to my mind. I could not but feel how well it proved the words of wisdom set forth in your editorial.

The research project which dealt with toothbrushing was aimed at determining whether or not the child (ages 11 through 16) could learn to brush his teeth properly through the use of a printed pictorial instructional form.

Two groups were selected for the study. One, a group of eighth grade students from families in a high socio-economic group, who had received no dental health instruction in school. The second group, ranging in age from 11 to 16, from families in a low socio-economic group, had received some dental health instruction.

Each group was handled in its own educational environment with each student reporting individually to the nurse's office. The participant was given a new toothbrush and paste and asked to brush his or her teeth as he or she normally did at home. After recording the findings of this brushing the investigator gave the student the printed pictorial instructional form and requested that the student take it home, read it, and brush his or her teeth as stated on the form.

The re-examination, after a lapse of two days, showed that the students from the high socio-economic group with no school instruction, who did not brush their

teeth properly at first inspection, were still not able to do so with the use of the printed pictorial instructional form.

The students from the low socio-economic group having had some school instruction were able, at first inspection, to brush reasonably well and when re-examined were all able to brush as instructed on the form.

The school educating the student from the high socio-economic group apparently works under the assumption that the health of the child is up to the parent. This may be so, but I believe as you do when you say, "The modern school is conscious of its obligations in the field of health and endeavors to form habits and implant ideals that contribute to the physical development of the individual."

PATRICIA MCLEAN, B.S., R.D.H.

Assistant Professor in Dental Hygiene,  
Columbia University, New York, N. Y.

## Teaching Is Far Less Complex . . .

EDITOR:

While Richard Schena deserves credit for showing a way to what he considers a more effective use of reading test data (in the May issue), it is difficult to see how he has reduced the "complexity" of teaching, by the procedure he recommends. Certainly no one would question the fact that inadequate use of test results makes of any testing program a mere fetish, and a pretty expensive one at that. But to follow as rigid and intricate an interpretation as the writer suggests would be as much a misuse of test data as anything this writer has found.

Is it of any more help to a teacher to know, after all the computations are completed, that John Jones who is 10-6 and who has a reading competence of 7.4 and an arithmetic comprehension of 5.8 is really achieving at sixth grade level rather than fifth or seventh grade level? The tests already revealed the information which was essential, namely that John Jones who is 10-6 has the general ability of a child about 12 years of age; that he is reading about 2 years above his present grade level but that his arithmetic achievement is not up to capacity.

The teacher who knows her pupils' CA, and MA, knows also the probable grade placement of her pupils. But the writer is surely not going to use a grade placement figure to determine where a

(Continued on page 10)



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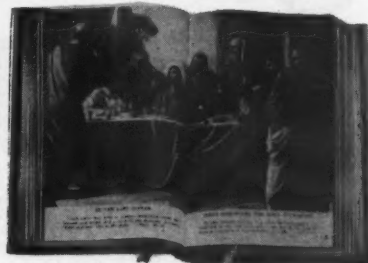


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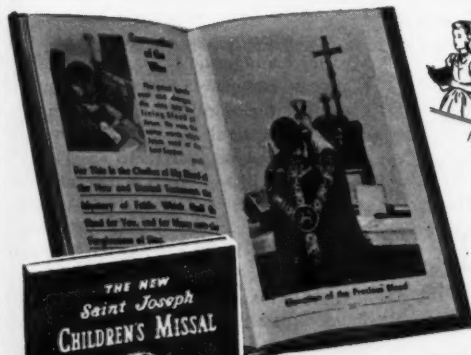


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# Dennison

FRAMINGHAM, MASS.



## Reader Reaction

(Continued from page 8)

given pupil ought to be! For in the case cited, John Jones would still be in the wrong grade for both reading and arithmetic. Under and over achievement in specific subject areas should be determined, as far as possible, by the mental age or general school ability and not by grade placement.

Now that this writer has made the prevailing complexities still more complex, it seems fitting to say that teaching is after all far less complex than we educators sometimes make it.

SISTER MARY AGNITA, GNSH  
D'Youville College, Buffalo 1, N. Y.

## Guide for a Teacher of Latin

### EDITOR:

Sister Therese's article on *Acquiring Latin Vocabulary Through English* would be very beneficial and helpful for every Latin teacher to read. There has been too much emphasis placed on learning the vocabulary by memory for a particular lesson. The student may understand the lesson and know the words for a week, perhaps, but the isolated dictionary meanings will have no bearing on the use of these same Latin words in other Latin or English contexts.

It is good to emphasize the practical value of the Latin, whereby a better English vocabulary is formed and the basis is fixed for learning the Romance and Indo-European languages. Sister also emphasized that the learning of Latin through English will result in an accurate and adequate knowledge of Latin vocabulary. This emphasis is important because we are primarily trying to teach Latin itself; however, the teaching of Latin and English vocabulary seem to coincide and are both inseparable and indispensable.

The section on word-formation exemplified what Sister Therese had previously stated. Many people do not realize how many words are actually formed from the Latin until they have seen examples. Also, the use of prefixes and suffixes added to the Latin words was beneficial for showing how easy it is to form new words from the basic Latin roots.

There appeared to be quite a few rules given in the article and it seems that the student could not be expected to retain the full value of these rules in one or two readings of the article. It was good, however, to include all of the rules so that it could be shown how close the English and Latin are related. It should also be noted that these rules are much easier and fewer in number than are usually given in the Latin textbooks. Thus, these rules can be used by the teacher as a guide for her own classroom lesson.

MARILYN BRYCHEL  
College of St. Theresa, Winona, Minn.

# newly revised teaching material on menstrual hygiene



## "You're a Young Lady Now"

Bright new edition! Charmingly wholesome booklet for girls 9-11 gives simple, easy-to-understand explanation of menstruation.

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Offers suggested lesson plans for teaching menstrual hygiene.

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Informative pamphlet for parent-teacher discussions.

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Newly revised color chart to help you simplify classroom discussions.

COMPLETE PRE-TEEN PROGRAM AVAILABLE **FREE** FROM THE MAKERS OF KOTEX SANITARY NAPKINS—NOW INCLUDING ALL THE FEATURES YOU'VE REQUESTED!



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To help make instruction on menstrual hygiene even more meaningful to your pre-teen girls.

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Entire program also available in Spanish. Further information sent on request.

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Day wanted (allow 4 weeks) \_\_\_\_\_  
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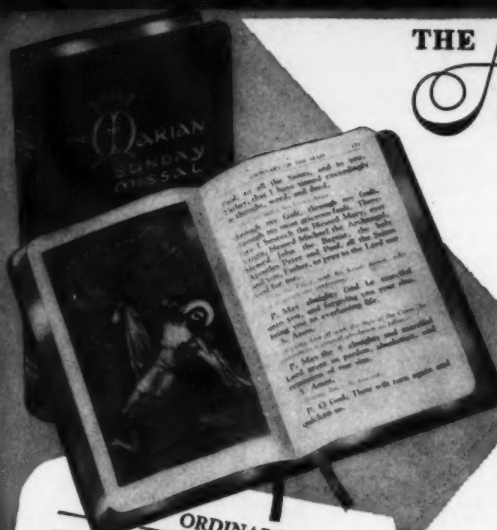
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ORDINARY OF THE MASS  
Paul, to all the Saints, a Father, that I have sinned in thought, word, and deed. Here he strikes his breast through my fault, through my most grievous sin.

EXTRA LARGE TYPE THROUGHOUT

## The MARIAN CHILDREN'S MISSAL

by Sister Mary Theola, S. S. N. D.

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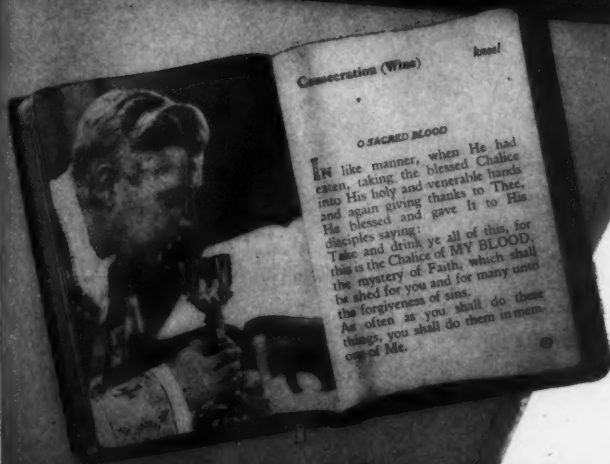
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# Audio-Visual News

## New Wilson Movie-Mover

Moving your audio-visual equipment, whether in the classroom or from room to room is easy with the new low-cost Wilson Movie-Mover.

One attractive feature is the grounded 20-foot extension cord which supplies current to two regular electric outlets on the portable stand. This is a 16/3 UL-approved cord. (The 16 is the gauge, the 3 for the third wire ending in a 3-prong plug for complete grounding.)

This unit is practical for it carries heavy equipment quickly and quietly—projectors, tape recorders, record players, or a television set. Shelves are 18 by 24 inches. But three basic models are available to meet specific needs. Thus one

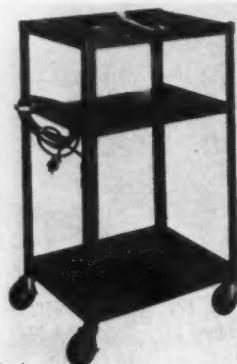
model for using the overhead projector brings the writing platform of the overhead projector to desk height so that the projector may be comfortably used while teacher sits.

It is finished in sandalwood color. Double-baked silicone base paint resists chipping and lasts longer, according to the maker, the H. Wilson Co., 106 Wilson St., Park Forest, Illinois.

Movement is easy with the 4-inch casters which swivel smoothly on hardened steel roller bearings. A touch of the toe on rear wheel brakes anchors the Movie-Maker even on inclines.

The top shelf has a  $\frac{1}{4}$ " foam rubber surface which both prevents equipment slippage and absorbs vibration. Flanges on shelves are for extra safety.

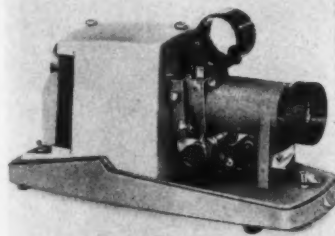
The model in the illustration may be had for \$36.95; or, without the power cord, for \$32.95. **A-V 1**



## Viewlex Self-Threading Filmstrip and Slide Projector

A versatile new projector has been introduced by Viewlex, Inc., called the V-500-P. It is a new combination 35mm filmstrip and 2" x 2" slide projector that incorporates special features that the maker found classroom teachers desired.

Uncomfortable lamp changing— isn't it just during a lesson that a lamp expires?—is eliminated by a pop-up lampejector. Just press a lever to release burned-out lamp and push a new one in place.



Automatic takeup is another attractive feature. Slide the film into the channel and it winds automatically onto the takeup reel. Still another new thing is the special magnifier pointer for emphasis or focusing attention. The projector has a pressurized cooling system. A 5" professional f3.5 lens comes with it, but a selection of lenses of various focal lengths and accessories are available. The price is \$114.50. For more information write Viewlex, Inc., 35-01 Queens Blvd., Long Island City, N. Y. **A-V 2**

(Continued on page 16)



## Musical Multiplication Records

Now let your class have fun drilling on the tables from Twos through Twelves

Now for the first time the Multiplication Tables have been set to music and put on records! Thousands of schools have ordered these new Bremner Multiplication Records. Teachers and pupils find them a welcome change from the monotony of routine drill.

Each table—from the Twos through the Twelves—has its own distinctive tune and catchy jingle. Five, drum and clarinet lead the drill in a gay, spirited tempo. Because children habitually memorize their records, they quickly master the multiplication tables with these records.

A school principal in Lewiston, Pa. writes: "Our children are taking new interest in learning their multiplication. Your records have a unique approach and a good one. Excellent investment for schools and parents."

The set consists of 5 double-faced records (one table on each side) and 11 quiz cards. There is a musical quiz game for each table. Everyone in your

class will have fun trying to "beat the man on the record" in the quiz.

Bremner Musical Multiplication Records are sold only by mail—not available in stores. If not delighted after five days trial, return them for full refund. Complete set only \$9.95 postpaid. Please specify 45 rpm or 78 rpm speed.

### BREMNER MULTIPLICATION RECORDS

Dept. GR-148 WILMETTE, ILLINOIS

Please send me a set of 5 Multiplication Records and 11 Quiz Cards. I understand that if I am not fully satisfied, I can return the complete set within five days for full refund.

☐ \$9.95 enc. ☐ School purchase order enc.  
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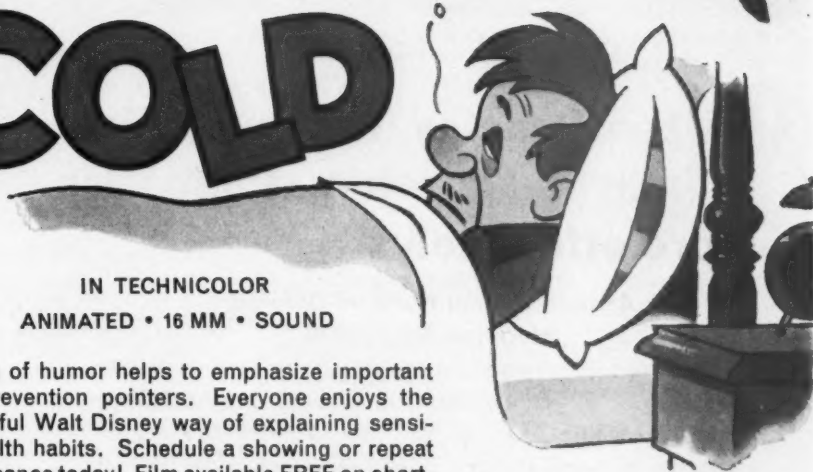
Teach good health practices with Walt Disney's delightful film

# HOW TO CATCH A COLD



IN TECHNICOLOR  
ANIMATED • 16 MM • SOUND

A dash of humor helps to emphasize important cold prevention pointers. Everyone enjoys the wonderful Walt Disney way of explaining sensible health habits. Schedule a showing or repeat performance today! Film available FREE on short-term loan.



**PLUS**

## POSTERS

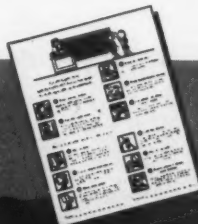


Six full-color posters (14" x 20") showing scenes from the film. Ideal for classroom bulletin boards.

Entire cold prevention program available FREE from  
**Kimberly-Clark Corporation,**  
makers of Kleenex tissues.

©1961, Walt Disney Productions  
KLEENEX is a trademark of KIMBERLY-CLARK CORPORATION

## HEALTH PLEDGE (for grades 2, 3 and 4)



"I Promise Common Sense" is a review of lessons learned in film—to be signed and kept by each youngster.

Association Films, Inc., Dept. CE-95-C  
347 Madison Avenue, New York 17, N.Y.

Please send me free (except for return postage) the film "How to Catch a Cold".

Day wanted (allow 4 weeks) \_\_\_\_\_

Name \_\_\_\_\_ (please print)

2nd choice (allow 5 weeks) \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

3rd choice (allow 6 weeks) \_\_\_\_\_

Street \_\_\_\_\_

In addition, please send:

\_\_\_\_ Copies of Health Pledge (for grades 2, 3 and 4)

City \_\_\_\_\_ Zone \_\_\_\_\_

\_\_\_\_ sets of posters (large schools may require more than one set).

State \_\_\_\_\_

(Note: Name of school must be given)



**MATH WHEEL** — to help beginners learn fractions, decimals, percentages, angular measurements. Disc rotates 360 degrees, shows any fractional part of circle. Grades 2-7. No. 9003—\$4.00

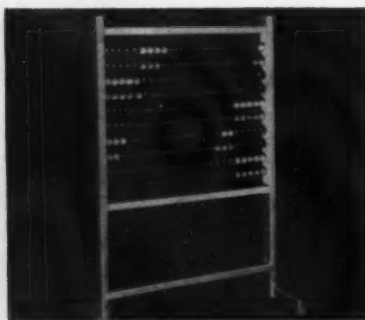
## 3 Milton Bradley Teaching Aids to help you teach mathematics more effectively

*Available under National Defense Education Act, Title III*

If you want to put more life into your arithmetic or mathematics teaching, get one or more of these helpful Milton Bradley Teaching Aids. They're inexpensive! They qualify under the National Defense Educational Act, Title III. All Milton Bradley Teaching Aids are available through your school supply dealer.



**GEOMETRIC FIGURES AND SOLIDS.** Learning geometry is fun with this popular aid! 17 plane figures and 22 solids in bright, new plastic box. Every piece of smooth hardwood. Junior, senior high school. No. 8064 ... \$11.50



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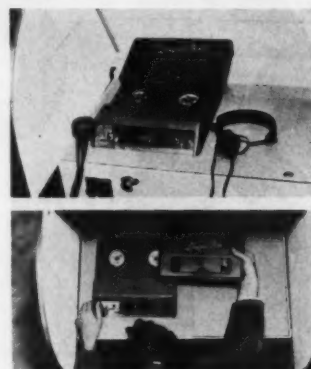


## Audio-Visual News

(Continued from page 14)

### Language Laboratory Incorporates Tape Cartridge

"Utmost simplicity" of operation is claimed for its language lab installation by Lingua-Lab Co., Albany 10, N. Y. The heart of the system is the Phoneticon. This is a dual channel magnetic tape recorder which permits the student to listen, on one tape track, to a lesson recorded by the language instructor and to record, erase, playback, etc. on the other tape track. The student cannot erase the master track. Thus he is able continuously to check himself against the material provided by the teacher for pronunciation and retention.



The "simplicity of operation" as far as the student is concerned, stems from the magnetic tape cartridge called the Langua-Pak. Neither teacher or pupil needs touch the tape at all. The picture shows the pupil ready to snap the cartridge into position.

The other important component of the Langua-Lab is the Convert-A-Desk, a unit which easily converts from an acoustically insulated booth to a true desk so that the lab may be transformed into a regular classroom. The Convert-A-Desk is prewired for immediate installation.

Each Langua-Lab is custom designed to furnish full facilities for personalized instruction.

A-V 3

### Language Teaching Aid

For the elementary or high school which lacks the finances or space for the complete language laboratory equipment now on the market, Switchcraft offers a portable low-cost component system.

The principal component is the student amplifier, Model 680. The illustration shows one before each pupil seated at the table. The unit includes microphone and headphone jacks with

(Continued on page 18)



# Messenger classes are happy classes



Teaching the elementary grades? There's an edition of the weekly MESSENGERS for your pupils.

**GEO. A. PFLAUM Publisher, Inc.,**  
38 West Fifth Street, Dayton 2, Ohio



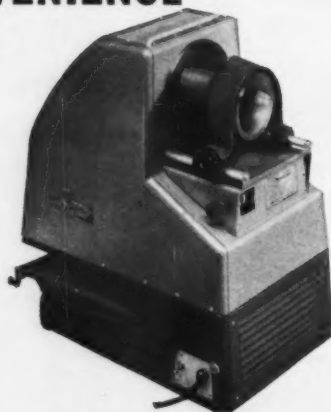
## AO OPAQUE DELINEASCOPE

### LIGHTER AND BRIGHTER

AO's New High Speed Opaque Delineascope projects a brighter image than any other opaque projector. Improved, large-diameter, coated projection objective delivers a full 145 lumens to screen. You have clearer image definition in tone, contrast and detail... from edge to edge, from corner to corner of the screen. And, it's lighter than ever...only 29 lbs.

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New, modern styling and design places all adjustments on the right side of the instrument...where they belong. You operate switch, focus knob, optical pointer and handy roll feed...quickly and easily. Extra deep copy platform positions and locks instantly at any desired level...accommodates material up to 2½ inches thick. Every detail has been planned for your convenience.



### SERVICEABILITY

Large hinged access door makes it easy to replace bulb and clean reflecting mirrors. All-glass reflecting mirrors will not tarnish or deteriorate. AO's exclusive glass reflecting surfaces plus sturdy "unitized" construction assure projection precision that will withstand vigorous classroom use. You can be sure that your AO Opaque will still produce the brightest screen image, even after years of service.



**American Optical  
Company**

INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. J198

- ☐ Please send full information on AO's New Opaque Delineascope by return mail.
- ☐ Please have my AO Sales Representative set up a demonstration.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A., Toronto, Ont.

## Audio-Visual News

(Continued from page 16)

separate volume controls on the front panel. The back panel has dual three-circuit jacks for power supply and program source. Since jacks are wired in parallel, an unlimited number of student amplifiers may be interconnected.



Also required—in addition to the school's tape recorder—is a power supply which the company sells as Model 682. It will handle up to 20 student amplifiers.

The maker is Switchcraft, Inc., Chicago 30, Ill. **A-V 4**

### Voice-Flector for Language Practice

You might call the illustrated device a portable "booth" for listen-respond and oral drill in speech and language practice. It is known as the Cousino Voice-Flector, consisting of a high tensile strength neutral gray acoustic "hearback" shell and a free-standing metal base with a twist lock that permits the pupil to adjust the height to suit himself.



With a built-in microphone and speaker, it may be used, as the maker puts it, "in language laboratory systems equipped for instructor monitoring, intercommunication, recitation recording, student recording and playback."

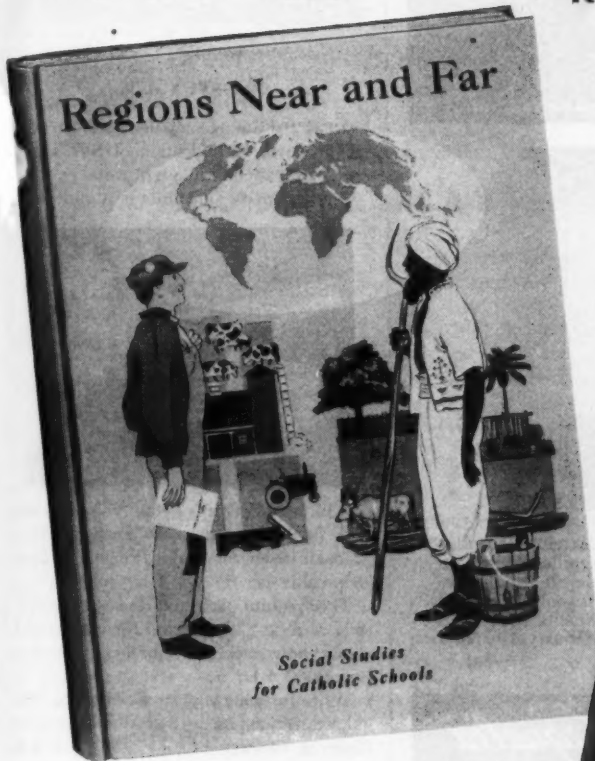
For illustrated literature and prices, write Cousino Electronics Corp., 2100 Ashland Ave., Toledo 1, Ohio. **A-V 5**

(Continued on page 20)

## REGIONS NEAR AND FAR a fourth grade textbook

AUTHORS:

Sister Mary Isabel, S.S.J., Ph.D.  
Sister M. Virginia Claire, S.N.J.M., Ph.D.  
Sister M. Gabriel, S.S.J., M.Ed.



## OUR COUNTRY a fifth grade textbook

AUTHORS:

Vincent P. De Santis, Ph.D.  
Sister Mary Isabel, S.S.J., Ph.D.  
Sister M. Gabriel, S.S.J., M.Ed.  
Sister M. Mercia, S.S.J., M.Ed.



## NEW SOCIAL STUDIES TEXTBOOKS FOR CATHOLIC SCHOOLS

These textbooks are part of a series that presents a carefully planned, unified program based on this philosophy: The teaching of social studies should help the child to understand both his physical and social world and enable him to live more effectively in the service of God and his fellow man.

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# Langua-Lab

BRINGS AN ENTIRELY NEW CONCEPT TO ELECTRONIC LANGUAGE TEACHING



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*Designed to be imitated...not equaled*

## Instructional Materials Catalog

748 Class-tested Jam Handy Filmstrips for

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Check the subject areas of special interest to you  
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Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

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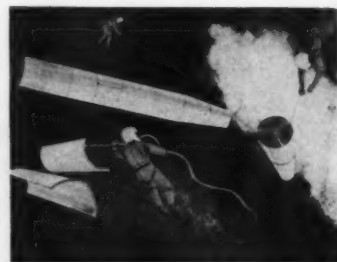
City and State \_\_\_\_\_

## Audio-Visual News

(Continued from page 18)

### New SVE Catalog

Look for the accompanying illustration as the cover identification of SVE's new 1961 educational filmstrip catalog. This "Men in Space" illustration is indicative



of 139 new filmstrips being offered in the new 64-page catalog of filmstrips, 2" x 2" color slides, Great Art Prints, and filmstrip cabinets.

The picture, selected from the SVE science series, "Space and Space Travel," shows how men may build space station, 2000 A.D.

Write for your copy to Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Ill. **A-V 6**

### More Enrichment Records

News from Enrichment Records is that four more important events which built America are now available in the Enrichment Landmark Records series. This makes forty such recordings of Landmark Books which come alive via spoken word dramatizations.

The new releases are *The Swamp Fox of the Revolution*, *Custer's Last Stand*, *Andrew Carnegie and the Age of Steel*, and *America's First World War*. The first two and the second two titles back each other on two 12" 33 1/3 rpm unbreakable records. The school and library price is \$5.29 (retail list is \$5.95).

As for past issues, *Leads to Learning* are teacher's manuals supplied free with each record. These guides are prepared by Dr. Helen McCracken Carpenter, past president of the National Council for Social Studies and give background material, specific "quickie" and "thinking" questions and follow-up activities.

Teachers have been using recordings in this series mostly in the upper elementary and junior high school classes. Some have found them effective with "reluctant learners" at the high school level.

These "Enrichment" releases may be secured "On loan for evaluation and preview." For your preview copies and complete information write Enrichment Teaching Materials, 246 Fifth Ave., New York 1, N. Y. **A-V 7**



## Projection Screens

When choosing new projection screens or replacing an old one, you will find very convenient a handy 24-page brochure, *Da-Lite Vidio-Master Projections Screens*.

Descriptions, sizes, prices, and photographic illustrations cover the complete

line and particular types. Three generous size swatches of three types of screen fabrics are mounted on the inside back cover. Try projecting a picture on all three at once to see the comparative effects. Write to Da-Lite Screen Co., Inc., Warsaw, Ind.

A-V 8

## By-Lined Film and A-V Reviews

### Exploring by Satellite

Review by Sister Agnes Virginia, C.S.J.

*Exploring by Satellite*. A 16mm motion picture film; 28 minutes; color or black and white. Delta Film Production, Inc., 1821 University Ave., St. Paul 4, Minn.

This timely and informative film is a must for everyone, science-minded or not. It is a rare educational treat as gripping and fascinating as a "whodunit." Although it is not recommended below junior high school, we found that a fifth grade class profited more from it than some of the older viewers.

The title is somewhat misleading. At the end of the film they give four prospective uses of the satellite, one of which is to serve as cargo and passenger bases for expeditions that will explore other planets. Here we have rather the story of the launching of the satellite at Lake

Canaveral. Starting with the first stages in the manufacture of the rocket, it takes us right through to its firing into space and disintegrating. Without sacrificing accuracy, the film talks a language that even the unscientific layman can understand as it explains the physical laws involved and illustrates every step of the way with animated drawings and official U. S. Navy photographs. Meaning is given to terms like "Operation Moonwatch and Minitrack." The accumulated knowledge of 5000 scientists and 64 nations was drawn together to put this tiny sphere with its 17 pounds of instruments into orbit and solve the delicate problem of achieving an exact balance between the centrifugal force of the satellite and the pull of gravity. Don't miss this film! SR. AGNES VIRGINIA, C.S.J. Audio-Visual Director, Academy of St. Joseph, Brentwood, N. Y.

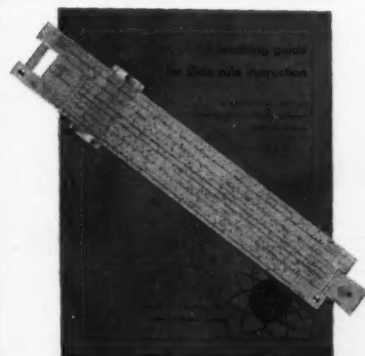
## Can You Pass This A-V EXAM?

Which  
is the  
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?



CHECK YOUR ANSWER

*Next Page*

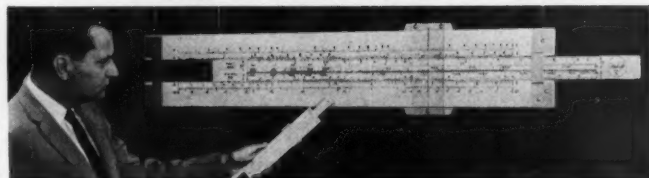


## TEACHING GUIDE



FREE TO EDUCATORS. Now in its second printing, this 48-page **Guide**, prepared by Dr. Maurice L. Hartung, The University of Chicago, is written in easy-to-understand fashion and generously illustrated. Organized in sections that can be followed 1-12 by teachers without extensive experience, used selectively or for checking methods. See your Authorized Pickett representative for a free copy or write:

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## DEMONSTRATOR RULE—3 MODELS, 2 SIZES

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*This is the* **BESLER  
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**PROJECTS A HUGE BRILLIANT  
IMAGE BEHIND YOU AS YOU  
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*It Lets You:*

**TEACH IN A FULLY LIGHTED ROOM** — to watch class reactions, permit note-taking

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**PROJECT ONE TRANSPARENCY OVER ANOTHER** — to build a complete lesson, step-by-step, right before your students' eyes

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In Science, for example, you can teach, step-by-step, how veins, arteries and capillaries form the circulatory system with 3 or 4 overlaid transparencies.

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☐ Have a Beseler A-V Consultant contact me for a demonstration.

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## Audio-Visual News

(Continued from preceding page)

### Phonetic Analysis: Vowels, Consonants

Reviewed by Sister M. Corrine, I.H.M.

**Vowel Sounds** (7 filmstrips) and **Consonant Sounds** (4 filmstrips) is a series of eleven filmstrips in color available from Pacific Productions Inc., 414 Mason St., San Francisco, California. Individual films are priced at \$5. A teacher's guide is supplied with each set.

The reviewer would like to consider the two sets of filmstrips in a single review since they are similar in scope and are prepared by the same authors.

**Consonants.** These filmstrips aim to help children develop skills in attacking words by offering phonetic practice in beginning and ending consonants.

**Vowels.** This set aims to help children to acquire independent word attack by providing practice in beginning sounds, short vowels, long vowels and final "e," paired vowels, vowels influenced by "r," other vowel sounds, and "y" as a vowel.

This visual aid could be an excellent tool if it is used by an experienced teacher who is willing to concede certain limitations. Whatever is faulty in the organization of the material seems due to the attempt to cover too much content in too short a space. As a result the presentation is somewhat lacking in thoroughness. For example, short "a" and long "a" are both well presented while the few frames which are devoted to the other vowels seem inadequate. In some instances there is evidence of a poor choice of words. Filmstrip No. 6 (Vowel Sounds) presented "ow" as a diphthong while the sentence offered for clinching this sound contains words having both the diphthong and the digraph sound of "ow." Although the authors apparently intended this to be challenging it is more apt to be confusing. The words selected for the formation of new words by changing the final consonant should have been one in which the vowel sound remained unchanged.

The filmstrip which developed paired vowels failed to present all the possible vowel combinations and teachers would have to fill in the gaps. Another omission was the failure to present the more common digraphs (wh, th, sh, ch). These are important since they occur so frequently in the basic reading vocabulary.

On the whole the pictures are well chosen but a few are out of proportion and failed to elicit the correct responses. In all instances, a left to right sequence of pictures would have been preferred. The rule for soft "c" and "g" was not offered in its entirety nor was the presentation of soft "g" adequate. The content, illustra-

(Continued on page 24)

*You can give your young people so much more with—*

### ENRICHMENT RECORDS

These unique recordings are living history—stirring dramatizations with exciting sound effects, music and authentic information. They create interest which stimulates wider reading.

Young people hear Washington's army at Valley Forge, the Constitutional Convention, Patrick Henry addressing the House of Burgess, Roosevelt proclaiming the Four Freedoms (from actual transcripts) and other great events faithfully recreated.

There are two exciting series, **Enrichment Landmark Records** (based on **Landmark Books**) and **Enrichment Documentary Records**.

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These beautiful full color strips with accurate captions are correlated (not synchronized), with **Enrichment Records**. Records and filmstrips are used separately. Each reinforces and enriches the other.

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Philosophy	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
Authenticity	_____	_____	_____	_____	_____
Correlation	_____	_____	_____	_____	_____
Organization	_____	_____	_____	_____	_____
Technical Quality	_____	_____	_____	_____	_____
Utilization	_____	_____	_____	_____	_____
Pupil Interest	_____	_____	_____	_____	_____
Outcomes	_____	_____	_____	_____	_____

\* See THE CATHOLIC EDUCATOR,  
Jan '59, pp. 378-379

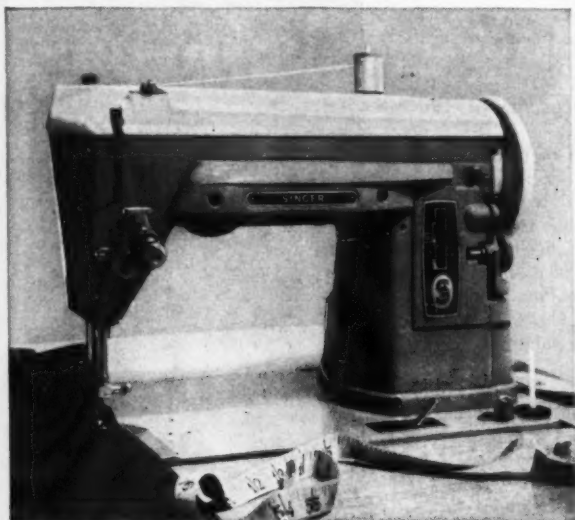
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# Now! 3 Slant-Needle Machines by **SINGER** ...made in America by American craftsmen

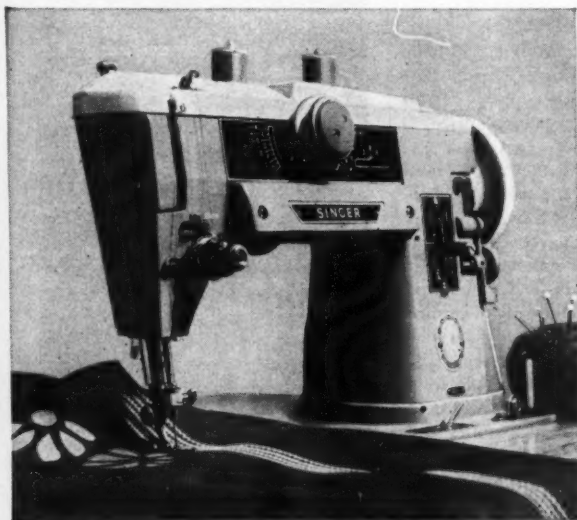
Zig-zag and straight-stitch models with interchangeable accessories... ideal for classrooms



New **SLANT-NEEDLE Deluxe** (#404)...finest straight-stitching machine for *every* type of fabric from gossamer-light sheers to bulky coatings. Great variety of easy-to-use attachments for supplementary work.



New **SLANT-O-MATIC Special** (#403)...lets you do straight stitching and a variety of zigzag and decorative stitches. Comes with a set of "FASHION" Discs for additional decorative stitches.



Famous **SLANT-O-MATIC\*** (#401)... greatest all-purpose machine ever made... simplest to operate! To do buttonholes, decorative stitches, sew on buttons, blind-stitch hems without attachments, just "tune" the knob.

**Special prices to schools.**

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# SINGER SEWING CENTERS



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IN CANADA: ANGLOPHOTO LTD., MONTREAL

## Audio-Visual News

(Continued from page 22)

tions and vocabulary of *Vowels and Consonants* is definitely geared to primary level. Certainly, one would question the feasibility of using these sets beyond the middle grades as recommended in the Teacher's Guide.

However, there are several good points which are worthy of note. Filmstrip No. 5, *Vowels* influenced by "t" gave a very thorough presentation of these modified vowels followed by adequate drill and practice which served to reinforce the lesson. The résumé at the end of the filmstrips aids the child to clinch the phonetic principles presented. The analytical approach used in these filmstrips is considered by many educators to be the best method for the meaningful presentation of phonics.

Finally, since the modern child is so steeped in passive learning that he has failed to acquire the art of the "thinking through process," the authors are to be commended for using the deductive method which stimulates pupils to use their reasoning powers. There are relatively few filmstrips in the phonetic area and, in the hands of a competent teacher, these have great potential.

SISTER M. CORRINE, I.H.M.  
Author of *"Alphabet Fun for Grade One,"*  
St. Matthew School, Flint 3, Mich.

### American Harvest

*American Harvest*. 16 mm. 30 min. technicolor motion picture. (Detroit: The Jam Handy Organization, 1960). This award-winning film is available free to schools.

The word harvest in this film is used in the broad sense of the word and here means "the product or reward of any exertion." One of its objectives is to impress the viewer with a better appreciation of our America. This end is achieved by showing that behind each finished product there is a panorama of men who worked to bring it to completion. The scenes of this motion picture shift from field or range, from mines or wells, to forests and from thence to factories and mills, refineries and smelters in order to show how the life work of millions of Americans are bound up with each other in the completion of the various harvests that contribute so much to American life.

The finale of this motion picture shows the rhythmic team-work of an assembly line putting together 14,000 separate parts of a car smoothly, accurately, and efficiently because the mind of man is guiding them to completion. Thus in turn all the yield of our country comes back to us by putting America on wheels. The concluding thought of this picture is that

(Continued on page 32)

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Learn-With"



V-25-P

500 WATT  
COMBINATION  
FILMSTRIP-SLIDE  
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With these exclusive  
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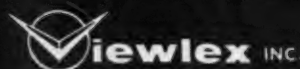
- Exclusive new "Venturi-Air-jector" cooling system permits unlimited showing time, lengthens lamp life . . . because it stays so cool.
- Simple-to-load automatic film-strip threading.
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NEW TELEFOCAL ACCESSORY LENS produces images that fill screens of varied width at a given distance without moving projector or refocusing lens. It has an Infinitely Adjustable 3 1/2" to 6" focal length all in one lens. \$49.50.



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# "THE SAINTS ARE REAL"

NIHIL OBSTAT: CANICUS MORGAN, S.T.L.  
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Bruklyni die VI Februarii 1960

IMPRIMATUR: BRYAN JOSEPHUS McENTEGART, D.D.  
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Bruklyni die IV Februarii 1960



*A series of ten color filmstrips  
with dramatic recordings.*

THE SAINTS ARE REAL dramatizes the temptations, the weaknesses, the indecisions with which the saints struggled on their way to sanctity. Children seeing these stories will see the goal of saintliness as being within their reach.

The saints triumphed through patience and prayer. The sins of the children like the sins of the saints are but the challenging foes which must be conquered on the road to sainthood. They will be the child's inspiration—his heroes—and his friends.

## CALENDAR OF THE SAINTS

The ten saints whose stories are told in THE SAINTS ARE REAL are the major saints of September through June. Recorded narration for each filmstrip is on one side of the 12" Hi-Fidelity record. The CALENDAR OF THE SAINTS found on the other side of the record is a review of the additional saint's days and feast days of the month. Brief biographies of the major saints and their significance and a full explanation of the liturgical season. The narration is interspersed with charming tunes, lilting rhymes and verses.

Send for these today for 15 day free trial. See coupon below.

### Combination of SAINTS ARE REAL—CALENDAR OF THE MONTH

#### Filmstrips and Records

HOLY MARY, MOTHER OF GOD.....	September	Calendar
ST. JOHN THE BAPTIST.....	October	Calendar
ST. PETER.....	November	Calendar
ST. PAUL.....	December	Calendar
ST. MATTHEW.....	January	Calendar
ST. MARK.....	February	Calendar
ST. LUKE.....	March	Calendar
ST. JOHN THE EVANGELIST.....	April	Calendar
ST. BERNADETTE OF LOURDES.....	May	Calendar
ST. THERESA OF LISIEUX.....	June	Calendar

Price of each filmstrip and 33 $\frac{1}{3}$  R.P.M. Hi Fidelity Record.

(The Calendar of the month is on the other side of the Saint Record).....\$9.00

Record Separately.....\$4.00

Complete Set 10 Filmstrips and 10 Records.....\$80.00

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Please mail "THE SAINTS ARE REAL" and "CALENDAR OF THE MONTH" (10 color filmstrips and 10 recordings) \$80.00. If I am not completely pleased, I may return them for full credit without obligation in 15 days.

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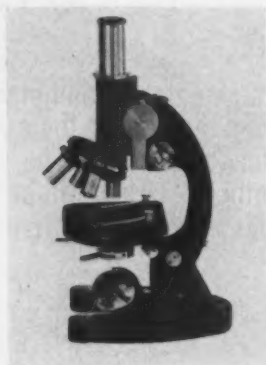
Your Name \_\_\_\_\_

CE-8

## News of School Supplies and Equipment

### Radio Shack Unveils New Microscope

A new 1500x Micronta microscope selling for under \$100 is announced by Radio Corp., distributor of electronic and optical merchandise. The company claims that "it is the first 4-objective microscope under \$200 with standard size objectives and eyepieces interchangeable with those of other high quality microscopes."



Here are its specifications: Objectives—achromatic 5x, 10x, 40x, and 100x (oil immersion) turret mounted. Eyepieces—huygenian, 5x, 10x, and 15x. Magnifica-

tions are 25x to 1055x. Adjustments are by dual rack and pinion course, plus dual micrometer fine. A built-in 360° ring-mounted mechanical stage permits 4mm micro-movement in any direction. Illumination: plano-concave mirror and built-in focusing condensing lens with iris diaphragm.

Dimensions are 12 $\frac{1}{2}$ " high by 4 $\frac{3}{8}$ " wide, and 6 $\frac{1}{8}$ " deep. Finish is polished chrome with black enamel. It is delivered fitted in a hardwood case with lock, specimen slide, blank slides, and immersion oil.

It is sold on a money-back 15-day guarantee and samples will be sent on approval to accredited universities.

More complete information is available from Radio Shack Corp., 730 Commonwealth Ave., Boston 17, Mass.

SS&E 1

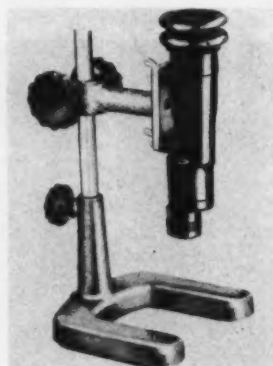
### Low Power Microscope

A wide-field, easy-to-operate, low power microscope with an erect image feature will serve as introduction to microscopy in elementary and high school classes. Priced at \$19.95 it is supplied by Edmunds Scientific Co., Barrington, N. J.

With it students can view subvisual detail on grains of sand, rocks, mineral specimens, insect wings, crystals, yeasts

and molds—in fact anything 0.001 of an inch or larger. Focusing is by rack and pinion. All lenses are said to be achromatic.

The microscope comes with 5x, 10x, and 20x lenses, but accessory lenses are available from the supplier with 15x, 30x, and 40x magnifications.



Length is 6", with a 4 $\frac{1}{2}$ " by 4 $\frac{1}{2}$ " horseshoe base. In lowest position it is 8 $\frac{1}{2}$ " tall and in highest position, 13" tall.

SS&E 2

### Prizomatic Projection Television

A projected TV picture from 4 feet up to 20 feet wide is achieved with new 1961 (Continued on page 28)



## ST. THOMAS HAS A BAND...and your

Though total enrollment was only 110 students, St. Thomas Grade School formed a Band in 1952. Now, they are the envy of many a high school... playing for church, school and fraternal functions throughout the area. HOW DID THEY DO IT? Simply by asking CONN for the answers to these four questions:

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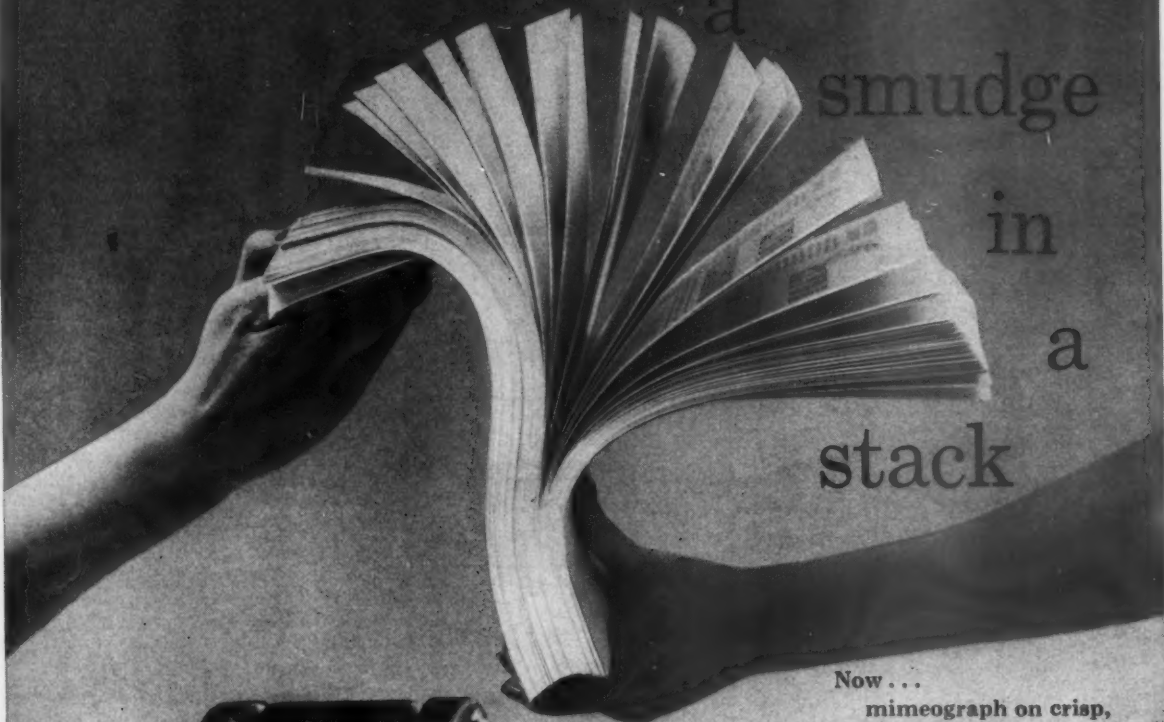
Director of Catholic Institutional Music Education

**schools can have one, too!**



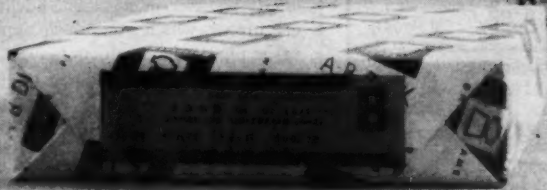
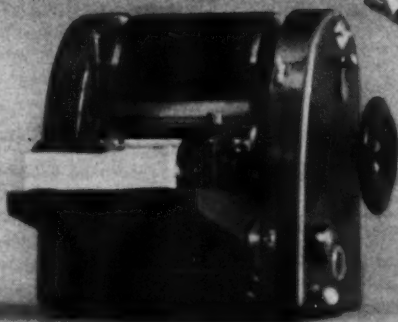
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To you it means that you can be sure of getting *full value* whenever you buy scissors. It means, too, that you can get *all the sizes and styles you want* — *at the right prices!*

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He is set up to give you the merchandise and service you need all year 'round! • Every pair tested & inspected • All merchandise unconditionally guaranteed.

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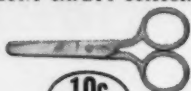


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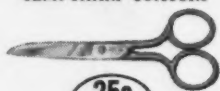
BLUNT SAFETY SCISSORS



10c  
& UP

LIST\*

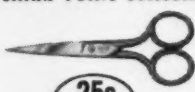
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SHARP POINT SCISSORS



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TEACHERS' SHEARS



89c  
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LIST\*

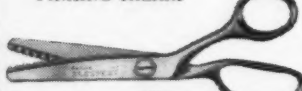
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## News of School Supplies

(Continued from page 26)

projection television models being manufactured by Closed Circuit Corporation of America, Los Angeles 32, Calif.

Intended for use with closed circuit TV, the latest models offer "sufficient light intensity to give razor edge sharpness to classroom television under normal lighting conditions," according to C.C.C., which is manufacturing under license from the Eugene Singer Electronics Laboratory.

The "Prizomatic" is not much larger than home TV sets. **SS&E 3**

### Elementary Science Kit

A new elementary science kit is offered by Arthur S. LaPine and Co. Intended as an aid for teaching science in the grades, the science materials selected for this kit enable the teacher to demonstrate many basic concepts of physical science through classroom experiments, according to the company.

Kit No. 250 contains 47 different types of materials including a bulletin on "Teaching Science" and a manual, "Science Experiments for Grade Schools." This kit is intended for lower grades than the 90-item kit No. 100.

The wooden cabinet has been designed for convenient storage of kit materials. For more information write to Arthur S. LaPine and Co., Chicago 29. **SS&E 4**

### Eico Kit Catalog

A new 28-page EICO catalog may be obtained free from Electronic Instrument Co. 33-00 Northern Blvd., Long Island City 1, N. Y. This is a leading manufacturer of both kit and wired electronic equipment selling exclusively through distributors.

Covered are the maker's complete line of stereo and mono high fidelity, test instruments which would have application in the physics lab, ham equipment, citizen transceivers and radios.

The 4-color catalog furnishes pictures as well as detailed descriptions, specification, and prices. **SS&E 5**

### Dillon Offers Classroom Tester

Some half of the country's colleges have introduced the Dillon Universal Tester, to date, according to the maker. Eye-witness, laboratory testing of materials gives high school, junior college, and university students valuable practical experience.

This Model L tester, shown in illustration with matching stand, permits tests in tensile, compression, transverse, and sheer on virtually any material.

Seven capacities are available: 0-250, (Continued on page 30)



*The ultimate in school health furnishings*



## SCHOOL HEALTH SUPPLIES

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| <input type="checkbox"/> S-7801 | NURSE'S DESK—Walnut with a formica walnut top. Size of top 20" x 48" x 1 1/4" edge. 29" high, drawers 20" wide, lower shelf 18" x 24". Polished brass legs.....  | \$78.00 |
| <input type="checkbox"/> S-7802 | NURSE'S CHAIR—This chair is made of solid plastic. 1/2" thick with colors running all the way through. Bronze legs or chromium. Colors: White, Ivory or Green.....   | 14.00   |
| <input type="checkbox"/> S-7808 | PLASTIC BANDAGE DISPENSER—Complete with an assortment of Curad bandages, 7 boxes of 100's plus free dispenser. Limited number available.....   | 9.50    |
| <input type="checkbox"/> S-7803 | CARLETON TREATMENT CABINET—1960 model. Heavy steel construction, welded seams, all stainless steel top with stainless steel guard rail. Top space 23" x 17" x 32" high, 4 1/2" drawer, 2 shelves, scissor and instrument holder built in door. Automatic band aid dispenser, mounted on 2" rubber ball bearing casters. Comes in Jade Green, White or Ivory..... | 78.00   |
| <input type="checkbox"/> S-7805 | COMPETITOR RECOVERY COUCH—Measures 27" x 74" x 17" high. Heavy duty, supported vinyl fabric, no sag, spring construction with rubberized hair padding, tapered polished brass legs. Colors: White, Tan, Black, Beige, Olive Green and Aqua.....  | 78.00   |
| <input type="checkbox"/> S-810  | GOOD-LITE MODEL—A translucent eye chart complete with two plastic cards. Letter and Children's E card. Plastic cover, and adjustable chrome stand.....   | 52.00   |
| <input type="checkbox"/> S-7806 | NIGHT TABLE—18" x 16" top and shelf of plastic laminated bonded with anodized gold colored aluminum. 1" tapered bronze legs. Height 23". Top and shelf of walnut or white mahogany.....  | 32.50   |
| <input type="checkbox"/> S-7807 | PURITRON AIR PURIFIER—Circulates a constant supply of cleaner, fresher air electronically. Removes all odors.....  | 39.00   |

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Includes Mexico, Central America, West Indies, Venezuela, Colombia and Ecuador. Insets show air transportation, political divisions. English text.

**S67rp Mexico** 64x44"  
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Write for Circular G67

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Map S676r Latin America



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The perfect aid for language and music students. Record on one track, rewind and record on the second track while listening to the first... then playback both tracks simultaneously for parallel comparison.

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The remarkable pocket-size Sony wireless microphone for cable-free communication, with transmitter & receiver: \$250. For literature or nearest dealer, write Superscope, Inc., Dept. R, Sun Valley, Calif.

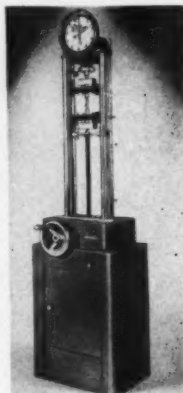
**SONY SUPERSCOPE**

The tape way to Stereo

## News of School Supplies

(Continued from page 28)

0-500, 0-1000, 0-2500, 0-7500, and 0-10,000 lbs. Choice of four upright lengths provide daylight openings between grips of 13, 20, 30, and 40 inches. Also more than fifteen grips and fixtures handle commonly encountered specimens.



Each is calibrated with a certified U. S. Bureau of Standards elastic proving ring and is guaranteed to be accurate within 2% of the full scale rating.

For complete details and prices write George A. Dillon, W. C. Dillon & Co., Inc., 14620 Keswick St., Van Nuys, Calif. SS&E 6

### Pencil Sharpener Catalog

To facilitate your selecting pencil sharpeners to meet your school needs, ask for the recent "Boston" catalog which lists all of the Boston pencil sharpeners and Speedball products.



You may obtain it by writing the C. Howard Hunt Pen Co., 7th and State Streets, Camden, N. J. SS&E 7

### New Single Beam Balance

This new single beam balance with a beam balance graduated in both metric and avoirdupois has been added by Ohaus Scale Corp., Union City, N. J., to its popular line of Harvard Trip Balances. It qualifies for Title III purchases.

The metric graduations are 28.4 gram by 0.2 gram and the avoirdupois are 1 (Continued on page 32)

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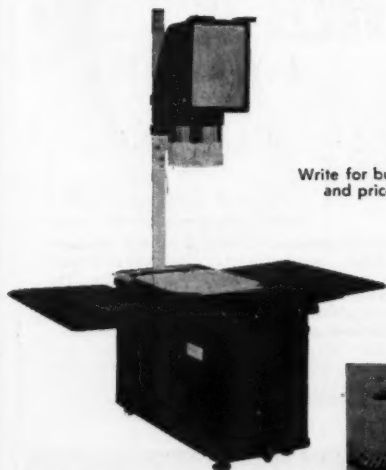
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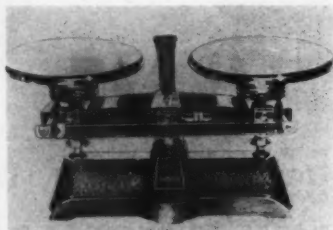
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## News of School Supplies

(Continued from page 30)

ounce by 0.01 ounce. It is available as Model 1454 with 6" diameter opal glass plates or as Model 1454S with 6" diameter stainless steel plates. Each is \$25.



Features include self-aligning bearings, box-end beams, sliding type poise, and angle view dials and beams. The base is equipped for use in specific gravity weighing. **SS&E 8**

### Visual-Relief Wall Maps from Denoyer-Geppert

Three new visual-relief wall maps were recently published by Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago 40, Ill.

Each measuring 64" x 44", these maps are *World Map*, *Middle America*, and *Pennsylvania*.

The equatorial scale of *World Map* is

400 miles to the inch. This map is centered upon the Americas. The division in the map falls in central Asia.

The physical nature of the land is depicted through combination of the international contour layer coloring system with visual-relief shading. This latter coloring is extended to show general ocean depths. International boundaries are as of 1959.

*Middle America* is scaled 70 miles to the inch. This map covers the central section of the western hemisphere between 33° N. Lat. to 5° S. Lat. It includes southern United States, Mexico, down to portions of Peru, Brazil and Surinam.

*Pennsylvania* has scale of 5 1/2 miles to the inch. Portions of neighboring states are included. **SS&E 9**

### Audio-Visual News

(Continued from page 24)

all of us Americans in interdependence live dependently on others working in harmony.

The beautifully colored scenes from various sections of our country, the interesting narrative together with the pleasing musical background add much to compel the interest of the viewer.

SISTER MARY XAVIER, O.S.U.  
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**THE BOOK** Alphabet Fun for Grade One consists of 100 perforated re-trace sheets and illustrated stories for introducing the names and sounds of the letters. Each story is vividly portrayed in a clever stick figure which aids retention. The child's work on each page assures kinesthetic learning. The back cover contains a model alphabet card with capitals and lower case letters for pupil use. This is a great aid for self evaluation and progress. The book also provides each child with a name card and a set of perforated letter cards. Every part of the book can be utilized to advantage.

**THE DEVICE** The Alphabet House is an attractive three dimensional teacher device which opens like a book and reveals the three floors where the letters live. A large set of manuscript cards accompanies the house. The card is inserted into the house thereby giving the children a graphic picture of the letter being presented.

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Heart warming cards of simple beauty having reverent and sincere little angels charmingly drawn in beautiful colors on costly paper, decorated with silver sparkle to help portray the religious significance of the Christmas holiday. It is an assortment of greetings with sincere reverence and captivating charm.



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AMERICAN SEATING CO. CBM & CE  
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### Band Instruments

CONN CORPORATION, Elkhart, Ind. CE

### Book Distributors

CATHOLIC BOOK & SUPPLY CO. CE  
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BENTLY & SIMON, INC., New York 18, N. Y. CE  
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SCHULMERICH CARILLONS, Sellersville, Pa. CBM  
I. T. VERDIN CO., Cincinnati 10, Ohio CBM

### Carvings, Liturgical

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CERAMIC TILE PANELS, INC., Canton 2, Ohio CBM

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JAKSON PRODUCTS, Tampa 4, Fla. CBM

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AUSTRALIAN NEWS & INFORMATION BUREAU CE  
New York 20, N. Y.  
CURRENT AFFAIRS FILMS, New York, N. Y. CE  
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DURHAM MFG. CORP., Muncie, Ind. CBM  
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MONROE CO., INC., Colfax, Iowa CBM

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# EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

## NCEA INFORMS US

The question most often asked in regard to the NCEA is "Does the Association have any publications?" This question and many others are answered in a fact folder distributed during the 1960 convention. There we learn that the NCEA offers Catholic educators articles of interest and scholarly research. First among the Association's publications is *The National Catholic Educational Association Bulletin*. This is the official publication of the NCEA, and is published quarterly in February, May, August, and November. The August issue is a large volume, containing the complete proceedings of the annual convention.

The *NCEA News Letter* is a publication sent to all members from time to time to call their attention to certain items of particular information.

*News Notes for the President's Desk* gives a special service to institutional members of the college and university department. *The College Newsletter* is an additional publication for this department and is conducted by chosen members of the department.

*The Catholic High School Quarterly Bulletin* is a special publication which the department sends to all its members. *Catholic Elementary Education News* is a survey of problems in elementary education; it is sent to all members of the elementary school department.

*The Directory of Catholic Facilities for Exceptional Children in the United States* is published by the special education department for its members and all others interested in the information it affords. *News and Views in Special Education* is a publication sent regularly to all members of that department.

The Sister Formation Conference publishes a quarterly *Sister Formation Bulletin* and a biennial *Directory of Catholic Colleges with Facilities for the Education of Sisters*, edits an annual volume of proceedings of regional sister formation conferences, and issues a *Newsletter for Higher Superiors* from the national headquarters of the NCEA.

The Gabriel Richard Lecture, an outstanding contribution to American cultural life, delivered each year since 1950, is published in book form for wider distribution.

Another question frequently asked may be worded, "What is the purpose of the NCEA?" The fact folder answers that question:

Membership in the NCEA includes both individuals and institutions dedicated to furthering the objectives of the Association. These objectives are:

1. To promote the welfare of Catholic education.
2. To provide Catholic education with national and regional representation.
3. To enable Catholic educators to work together for professional growth.
4. To enable Catholic education to interpret itself to the public.
5. To foster cooperation between Catholic education and other professional agencies.
6. To facilitate the interchange of ideas.

## Organization of NCEA

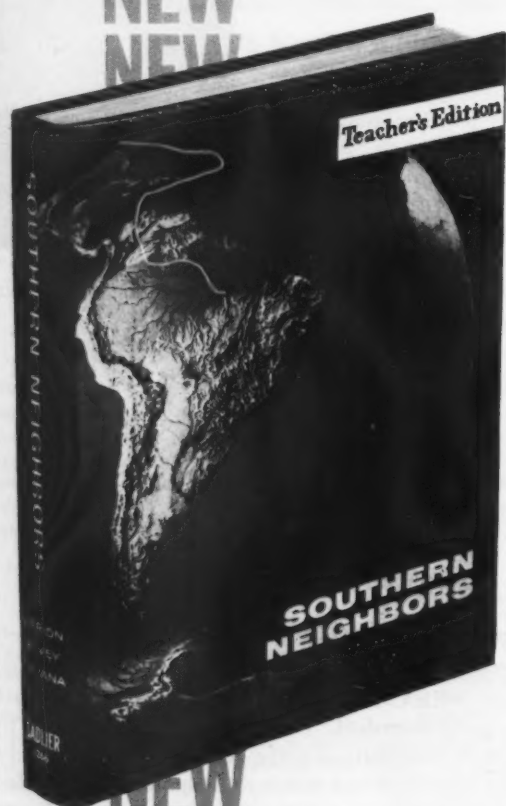
Members frequently inquire about the organization of the NCEA. In the fact folder the organization is succinctly described: To accomplish the purposes for which it was instituted, the NCEA has established a sound organizational structure designed to cover effectively the national and regional scope of its work. The NCEA is made up of seven departments: Major Seminary, Minor Seminary, College and University, School Superintendents, Secondary School, Elementary School, and Special Education. Each department elects its own officers: president, vice president, secretary, and two members to the General Executive Board.

Areas of work not covered by a particular department or which affect more than one department are often handled through specially established NCEA Sections. At present the Association has two such sections: The Vocations Section and the Newman Club Chaplains' Section. In addition to these, sections are also established within NCEA Departments to work in particular areas. Currently, the College and University Department has two such sections: the Teacher Education Section and the Sister Formation Section.

The general officers of the Association are: President General, Vice President General (one from each



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NCEA Department), and Executive Secretary. All officers except the Executive Secretary are elected annually by ballot in a general meeting of the Association. The Executive Secretary is elected by the Executive Board for a three-year term. The Executive Board consists of the national officers, the presidents of the departments, and two representatives elected from each department. The Board is the governing body of the NCEA and it meets at least once a year to transact its business.

### Standing Committees

At all times appointed committees are at work, solving problems and conducting projects. In addition to these committees, appointed from time to time as need arises, the NCEA maintains three standing committees: the Convention Planning Committee, the Problems and Plans Committee, and the Washington Committee. Committees are also established by the departments to implement particular programs. The General Executive Board appoints *ad hoc* commissions for specific purposes. At this time there is one commission, The National Catholic Adult Education Commission.

A final fact of great interest is that each member of the NCEA receives the NCEA *Bulletin*, including the annual NCEA *Convention Proceedings*, and institutional members also receive the special publications of their respective departments.

### UNDERSTANDING THE CHILD

DR. KURTZ, professor of education, University of Maryland, has written well (*NEA Journal*, December, 1957) on the importance of the teacher developing an understanding of the pupils that make up his class. He draws a picture of a youngster who had handed in some written work that did not measure up to the standards established by his teacher. As a result he is sent to the principal's office. To complicate the matter the youngster had a history of stubbornness, willful disobedience, and disregard for school tasks. He ponders his actions while he waits his turn to see the principal. It seems to him that he is doing his best and making an

honest effort to measure up. But he cannot, and he dreams of the day five years in the future when he can legally quit school. His teacher has given some thought to the problem he presents and has come to the conclusion that, although he has a genius for upsetting things in the classroom, he is really not a bad boy. She knows enough of his home conditions to conclude that his parents are pushing him too hard to equal the performance of an older sister, who had established an outstanding record in school. On occasion her less-talented little brother had done some very fine things for his teacher and his fellow pupils, but he had definite limitations in academic pursuits.

What help is there for the three actors in our little drama? Is any good accomplished by the principal in extracting a promise from the boy to apologize to his teacher and try to do better? This technique has been used previously and has proved itself productive of little good. If the principal and the teacher treat the youngster as a problem, in all likelihood he will become a problem. They must study and try to understand the child. What is his attitude towards school work, and what can be done to improve it? "The quality of response to be expected from individuals is in tune with the quality of approach to them." The child we look upon as a problem is likely trying to solve the problem he sees in himself. For this he needs help rather than rebuke. Even a rebuke can be given in an understanding manner, and in a spirit of helpfulness. This approach to the difficulty shows respect to the dignity of the pupil, which is always part of the picture. When the teacher comes to understand the child, he does not cease to expect representative work from him and he will try to draw him on to more consistent effort, always in accord with the individual's capacity. The stirring of the desire to succeed in the mind of the child, may bring on better results. If the pupil is commended for achieving in accord with his capacity, a splendid relationship between teacher and pupil is established. Stress should be laid upon fostering within him a self-picture of the adult person he wishes to become. "The child can behave worthily if he feels worthy, and he can feel worthy only if he is so regarded."

### In forthcoming CE issues

Opinions of school administrators and teachers differ on whether to provide special classes for the gifted. In a forthcoming pair of articles a headmaster of a school argues **pro**, a superintendent of schools speaks for those who hold: **No**.

Should we stress tests in guidance? Or should emphasis be placed on interviews? **Stress tests** states Dr. Joseph Halliwell with telling arguments in support of his views. His opponent, Sister Mary Agnita, G.N.S.H., holds for **The Interview to Be Sure!**

**Are Push-Button Tests Stifling Writing Ability?** The charge was made in a post-convention discussion in which a superintendent of schools participated. It aroused and stimulated Rt. Rev. Msgr. John B. McDowell to present for us his reflections on the matter.

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# Government Aid to Catholic Schools:

## SOCIAL AND LEGAL BASES

THE RELATIONSHIP BETWEEN GOVERNMENT AID to education and the broad topic of Catholic social philosophy is not difficult to ascertain. For federal aid legislation is at once a current social problem and a subject within the legitimate scope of Catholic social philosophy.

As a social problem, it is concerned with the laudable objective of equalizing educational opportunity and advantage in America. The need of such equalization is readily conceded.

As a subject for application of Catholic social philosophy, it furnishes occasion for the restatement of some of the fundamental postulates upon which the Catholic position toward federal aid is based.

For the purposes of the present discussion, these fundamentals may be succinctly stated:

(1) *B* the concept of federal aid includes the idea of federal or any other kind of governmental control which would destroy the antecedent educational rights of the family or the supernatural educational rights of the Church, then such aid is to be rejected upon well-established social, moral, constitutional, and traditional grounds.

(2) If the concept of federal aid excludes children in non-public schools as the legitimate beneficiaries of social services and economic advantages to which they are entitled by virtue of their status as part of the body politic, then it is to be rejected as discriminatory.

These two propositions, in turn, are based upon the Catholic philosophical ideas, respectively, of social justice and distributive justice.

Social justice, grounded upon the norm of societal ethics, and buttressed in this nation by constitutional sanction, holds that the primary right of education inheres in the parents of the educable being, the child.<sup>1</sup>

Distributive justice, so well expressed in our pledge of allegiance as "liberty and justice for all," requires that the benefits of the general government, as well as its burdens and obligations, be parceled out without discrimination by reason of race, creed, color, or national origin.<sup>2</sup> It is in the light of this philosophical background that the Catholic position on federal aid must be understood and analyzed.

### Aiding Parents Fulfill Obligation

No one will deny, I think, that the theory behind any form of governmental aid to education revolves around the principle of aiding and encouraging parents in fulfilling their obligation to provide instruction and character formation for their children. The secondary mo-

tive behind governmental aid, and one of equal importance, is the production of an alert, intelligent, and informed citizenry.<sup>3</sup>

If we subscribe to this theory, then we must logically hold that all parents without exception should receive the same kind and degree of aid and encouragement. Consequently, if the parents may, as the Supreme Court has held they might, fulfill the duty to educate by enrolling the child in a school of their choice (*Oregon School Case, Supra*) it would be illogical to say that the government cannot or should not render assistance to the parents because the school chosen is non-public in character.<sup>4</sup>

To me, this logic appears irrefutable and it firmly supports the Catholic position in opposition to any federal aid to education legislation which does not include school children in private and parochial schools as distributees of federal funds expended for auxiliary school services.

Catholic education, as a distinct but coordinate system in the larger scheme of American education, does not ask for either federal or state funds to underwrite construction or repair of parochial schools, to subsidize maintenance of them, or to pay teachers' salaries.

It does demand, however, that its subjects, as the offspring of present taxpayers and as future citizens themselves, participate in whatever benefits and ad-

<sup>1</sup> *Pierce v. Society of Sisters et al. (Oregon School Case)* 268 U. S. 510; *Meyer v. Nebraska* 262 U. S. 390; 1 *Blackstone Commentaries* 450 *Rulisan v. Post* 97 *Illinois* 567; 2 *Kent, Commentaries* 195, 196; *Gen. Laws of Mass. Ch. 76 Sect. 1.*

<sup>2</sup> *W. Va. Board of Education v. Barnette*, 310 U. S. 58 (*Jehovah Witness Case*); *Segregation Cases* 347 U. S. 483.

<sup>3</sup> *Mass. Constitution, Part II, Ch. 5, Sec. 2*; *Ordinance of North West 1787*; *Scown v. Czarnecki*, 264 *Illinois* 305; *Collie v. Commissioners*, 145 *No. Carolina* 170.

<sup>4</sup> *Transportation Case, Everson v. Board of Ed.* 67 *Supreme Court Reporter (U. S.)* 504; 330 U. S. 1; *Article of Professor George K. Gardner, Harvard Law School in The Catholic Lawyer*, October 1955.

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vantages may accrue to the school population generally from the distribution of federal funds for payment of auxiliary services. Frankly, this means that we will compete under present fiscal arrangements in the domain of the three R's and continue to stress the importance of the fourth R without outside assistance, but if subsidiary, auxiliary, and complementary services are to be made available from the general treasury (General Laws of Massachusetts, Tercentenary Ed., Chapter 76, Section I; *Quinn v. School Committee of Plymouth*, 332 Mass. 410), then we can conceive of no reason based upon equity or justice why the Catholic school child should be penalized because his parents have decided that secularism is not good educational philosophy.

### Example in National School Lunch Act

An example in point is the National School Lunch Act. It is impossible, objectively speaking, to conceive of any valid reason why a child in a private or parochial school should be deprived of a hot lunch or a bottle of milk paid by federal subsidy when the national legislation providing therefor is predicated upon the proposition that the lunch and milk are nutritional aids to the general welfare of the entire body of our future citizens.

By the same token, bus transportation as a safety measure (*Everson v. Bd. of Ed.* 330 U. S. 1), non-religious textbooks as educational aids (*Cochran v. La. St. Bd. of Ed.* 281 U. S. 74), health examinations and inoculations as contributions to physical welfare, visual and audio aids as supplementary teaching equipment and all other similar auxiliary educational devices which are of direct service to the child, if federally subsidized at all, should be made available to all school children without discrimination.

The boundaries of the area covered by the constitutional phrase "equal protection of the laws" may be rather nebulous, but if its sanction is transgressed by withholding aid and encouragement of federal assistance from Catholic school children, then we are faced with a proposition which is tantamount to a declaration that there exists in this country a category of second class citizens. Obviously, deprivation of such assistance would result in grave educational and economic disadvantage to the child attending the non-public school. If the latter is omitted from consideration and if the federal government should decide to eliminate all aid to Catholic schools, then general welfare becomes partial welfare, and a minority is stigmatized by exclusion from common benefits solely because of the exercise of the right of free choice in education.

What I have said is nothing more or less than a reiteration of the words of Pope Pius XI in his encyclical, *On the Christian Education of Youth*:

... it is clear that in all these ways of promoting education and instruction, both public and private, the State should respect the inherent rights of the Church and of the family concerning Christian

education, and moreover, have regard for distributive justice. Accordingly, unjust and unlawful is any monopoly, educational or scholastic, which, physically or morally, forces families to make use of government schools, contrary to the dictates of their Christian conscience, or contrary even to their legitimate preferences.

### Issue Beclouded by Serious Misunderstanding

In relation to the educational rights and duties of parents and government, this same encyclical is in harmony with American law as construed by American courts. Unfortunately, the whole issue of federal aid to private and parochial schools has been beclouded by serious misunderstanding as to the true meaning of the Jeffersonian concept of the "wall of separation" between Church and state.<sup>5</sup> Misconstruction of this doctrine has tended to foster the notion that schools which supplement secular education with religious instruction are inimical to the idea of separation of Church and state. This, in turn, tends to confirm the fallacious reasoning which contends that education of the youth in the land is properly a state or government monopoly and that sectarian schools exist only by government sufferance. In the argument in the Supreme Court case which upheld bus transportation for non-public school children, this reasoning was carried to its logical conclusion in the form of a contention that sending of children to a private school was merely an excuse for not utilizing the public facilities afforded by the state.

Until the decision by that Court in the Illinois religious instruction case (*People ex rel. McCollum v. Bd. Ed.* 343 U. S. Sup. Court 203; *Zorach v. Clauson* 72 U. S. Supreme Court Reporter 679), we had cause to believe that such invidious philosophy would find little support in American constitutional interpretation. The *Oregon School Case* (*Pierce v. Soc'y, etc.*, 268 U. S. 510; *Cochran v. La. St. Bd. Ed.* 281 U. S. 74), and the *New Jersey School Bus Case* (*Everson v. Bd. of Ed.*, 330 U. S. 1), had previously led to the belief that the state as *parens patriae* could legally and constitutionally provide social benefits to all its children without regard to the type of school attended. Then, however, the wall of separation between Church and state was enormously heightened into an impregnable barrier between public education and any attempt to leaven its secularism with religious or moral instruction.

### Sanctity of Law Denuded When Separated from Religion

Sound social, legal, and educational thought rejects the idea that the Jeffersonian concept of Church-state separation means what the Supreme Court said it does

<sup>5</sup> Joseph C. Duggan, "Religious Teaching in Public Schools," *The Pilot*, Boston, March 27, 1948; Edwin S. Corwin's criticism of the McCollum Case, *Thought*, December 1958; Carden v. Bland, 288 SW (2) 718 (Tenn.) holding McCollum argument a distortion of constitutional history.

in the Illinois case. Such rejection is based upon the premise that the common welfare of both the individual man and the state is intimately related to their correspondence with the supreme scale of values ordained by Almighty God, and cannot be attained if such values are ignored or denied. What the Supreme Court overlooked or intentionally disregarded was the simple but ultimate fact that the sanctity of law itself, based as it is on the higher norms of the moral law, is denuded when separated from religion.

Law, morality, and religion are the forces which cement society together (Northwest Ordinance and Constitutions of Michigan, Illinois, and N. Carolina). The constitutions of nineteen states expressly refer to the moral training of children. The courts of the country are unanimous on the necessity of moral training (Mass. Constitution, Part II, Ch. V, Sec. 2, and General Laws, Ter. Ed., Ch. 71, Section 30). The state needs morality and religion as much as the individual for purposes of social integrity.

The sweeping generalizations of the McCollum decision were fortunately modified by the 6-3 ruling in the Zorach opinion (343 U. S. 306, 71 S Ct 679, 96 L ed. 954) of 1952. In this case the constitutionality of released time off the school premises was tested. This arrangement was sustained by all the New York courts as well as by the United States Supreme Court.

The full meaning of the Zorach opinion is still a matter of some speculation. From 1952 until at least early 1960 the United States Supreme Court has not granted review to any important Church-state matter. As a result, it is not certain to what extent Zorach would condemn various Church-state practices which are now in litigation. In any event, Zorach is significant for the following reasons:

(a) The opinion contains the often cited phrase by Justice Douglas who wrote for the majority of six: "We are a religious people whose institutions presuppose the existence of a Supreme Being."

(b) The decision does not even mention the "wall of separation" adverted to in the McCollum opinion.

(c) The ruling, while stating that it does not set aside McCollum, nonetheless affirms that the separation of Church and state is not an absolute and that the state may accommodate its schedules to serve "the spiritual needs" of its people.

### **Zorach Stands as Major Qualification**

The groups which sponsored the Zorach litigation (The American Jewish Congress and the American Civil Liberties Union) have consistently tried to minimize the retreat of Zorach from McCollum. The fact remains, however, that Zorach stands as a major qualification, a substantial gloss, on the wild and sweeping generalizations included in the McCollum opinion.

Religionists and those interested in the parental right to educate should be completely familiar with the language and interpretations of the Zorach opinion

since it is the actual law on Church-state relations in this country at this time. These same groups should similarly be very cognizant of the force of the three-man dissent in Zorach. These opinions represent the views of these innumerable citizens and organizations which are opposed to virtually any form of cooperation between public education and organized religious bodies.

### **A Non-Legal Phrase, Out of Context, Constitutional Norm?**

If extension of federal aid to non-public schools, particularly to Catholic schools, should founder upon interpretations currently fashionable as to the meaning of the "wall of separation between church and state"—interpretations, by the way, which would probably amaze, if not shock, the author of the phrase—then a non-legal phrase taken out of context will become a constitutional norm superseding the narrowest interpretations of the "general welfare" and "equal protection" clauses of the Constitution itself.

The "wall of separation" argument is used today as a means of denying parental rights conferred by the First Amendment of the United States Constitution, e.g., by attempts to make it difficult for the parent who wishes his children to get a Christian education, by denying rights of transportation, free lunches, school adjustment counseling, etc., to Catholic schools, and to drive the Catholic schools out of business by taxation as attempted recently in California. Thus the enemies of the Catholic schools discriminate against Catholic parents and children on the sole ground that they are Catholics. Both are penalized by the very fact of their religion.

### **Works Against Welfare of State and Nation**

The "wall of separation" works, indeed, against the welfare of state and nation. As Edwin S. Corwin has pointed out in his criticism of the McCollum case, a democracy presupposes, if it is to work at all, a people or citizenry morally responsible, and there can be no real moral training unless it is based on religion. In this statement Professor Corwin has given an excellent summary of judicial thinking on the subject in America. Therefore, when separationists oppose schools where religion is taught, they are denying state and nation of the very thing government requires for its existence.

In the states, and in federal provisions where they affect the schools of the nation, discrimination results from legislation which treats matters of general welfare as exclusively public school matters, as in school adjustment counselors, free lunches, etc.

In this whole matter we may recall the words of Leo XIII in the encyclical, *Rerum Novarum*. "No man may with impunity outrage that human dignity which God Himself treats with reverence; nor stand in the way of that higher life which is the preparation for the eternal life of heaven."



## Brushing the Dust Off Ancient History

THE INSPIRATION FOR THIS ARTICLE came one day a few months ago when I chanced to meet one of our alumnae, whom I hadn't seen for seven years. The conversation turned to her freshman year—and ancient history.

"How I loved that course, Sister. Bones, stones, and cave drawings! See, I still remember!"

"Still remember what, Madeline?" I asked somewhat puzzled.

"*Bones* of prehistoric animals and men, *stone* weapons and tools, and cavemen's *drawings*—three sources of prehistoric history! Have you forgotten, Sister? That's the way you taught it to us, and I still remember it. In fact, I think that I recall more of that course than any other class I took in all my high school years."

Not displeased, I went home to rediscover just how I had taught that one ancient history course, and this paper is the result. First point to make is that that particular student was a member of the poorest group. Group C, we call it. Others designate it as the non-academic class, section Z, or by some other euphemistic term. Whatever you call them, they are still our poorly-endowed students.

Truly likeable as these non-college bound pupils often are, they represent a real challenge to any teacher. With short attention spans, even though they are teenage, they readily tire. Most often, they're tired before we even begin class. This lassitude means that the slow group teacher has to begin farther back; she has to wake them up! Once awakened, they have to be kept from slipping into mild boredom. History's tremendous terms (like Palaeolithic, Neolithic, Neanderthals, eoliths) are sufficient to convince the student very early in the year that history is not for her. Putting them in simpler phrases, such as Old Stone Age, or Age of Farmers, until the pupils are familiar with the words is good psychology. Later, teach them the names historians use, assuring them that of course you don't expect them to remember these long words; and sure enough, they will!



Sister M. Florine teaches at Sacred Heart High School, Los Angeles, and, during the summer, at Queen of the Holy Rosary College. Sister taught in grammar school for two years, the balance of fifteen years' experience has been in high school with a diversification of subjects. Moderator of a "Future Teacher's Club," she is a graduate of Temple Business College, Washington, D. C.; Queen of the Holy Rosary College; University of Southern California; and San Francisco College for Women, for an M.A. in Spanish.

### Schedule First; Variety Afterward

To make history as painless as possible, I follow a certain schedule in the beginning with C students. They become used to the routine; and knowing what to expect each day, they seem to gain a modicum of confidence in themselves. (Later on, of course, there is plenty of room for variety in the program. Every good teacher knows the worth of keeping students guessing at what is coming next.)

Each day in the first quarter we begin with a review of approximately ten oral questions on the preceding day's work. The first two or three minutes of class (while I'm checking the roll), I generously allow them to look over their notes or skim their texts. They believe that these few minutes are really a privilege, for when they are especially slow in settling down, I take out my watch and dramatically announce, "It's too bad that we wasted two minutes getting started today. Now we have no time for you to study. We'll begin right away with the oral quiz." And this usually works; they are doubly earnest that day. And the next day they have their books open even before the bell! (I sometimes think that they learn more in those two minutes under pressure than they learn in a whole study period with the book before them.)

### Review Questions Are High Points

These review questions are generally the high points of the previous lesson, but couched in simple speech. As our students are mainly bilingual, they are fluent in neither language. Although most of the questions can be answered in one word, we always use a complete sentence. This process serves two purposes. Other students hear the fact twice, while the pupil reciting gets a better grasp on English, along with history.

Part two of the lesson is the new material, which I try to make as lively as I can. Whenever possible, I relate it to them personally, thus motivating their study of history with a real, personal interest.

To keep them alert, questions inserted here and there calling for a bit of thinking or some discussion are most helpful. Needless to say, any visual aid that the teacher manages to collect is a definite asset for interest.

Everyone loves a story, and frankly that tendency is one I capitalize on. To brush the dust off ancient history, the teacher has to present it in such a way that the pupils realize that the ancient peoples being studied were not born mummies; they were real people, just like teenagers today. A little imagination in reconstructing the scenes goes a long way in maintaining interest. Here are some samples of the application of this technique.



Before the first lesson on the life of Palaeolithic man, I place on the bulletin board pictures (from *Life*) of some caveman activities. The girls usually gather around the display before class and comment (not without giggles) on the "hairy men." When the bell rings for class, they already have an incipient interest in these wild forebears of ours.

### Cavemen Ancestors, Anyone?

I begin with a question: "How many girls in this room have ancestors who were cavemen?" (No response) "Everyone did, or you wouldn't be here today. We are all children of Adam and Eve; therefore, our great (many times) grandparents must have lived in the cavemen days. Thus, we all had ancestors who were cavemen. After class, you can examine the bulletin board more closely and choose which pictured man you think was your ancestor. He was there! So today in beginning our study of the Stone Age, we are learning about our very own great (many times) grandparents, clear?"

"Now, let us see how life was for our great, great, etc., grandparents. Put yourself in your ancestor's place. Take his part, and see how difficult life was for him. Are you ready?"

"You are busy digging out a root for your dinner. Stone Age men often ate roots for dinner, supper, and even breakfast. (Usually some girls make wry faces here.) Do you ever eat roots for dinner? Name some. Yes, of course, carrots, beets, parsnips are all roots. So, you see, your caveman ancestor wasn't so odd in his tastes, after all. Well, there you sit, digging away for your dinner. Out of the corner of your eye you see something moving. You stop your digging. Experience has taught you to investigate everything that moves. You look up. There lumbering toward you is an immense prehistoric bear, and he is hungry, too! You are paralyzed with fear. What will you do? (I'd run!) And he runs, too, faster and faster. Now you can hear his quick pants behind you. You are getting winded. What will you do? (I'd just stop.) There goes one dead caveman! You'll never have great, great grandchildren to study about you in the twentieth century history classes. You weren't smart enough to keep alive in the Stone Age. (Sister, I'd throw a stone at the bear.) Ah, *you* will live! And now we have the first weapon—a stone. That's where the period got its name, from the stones men used as weapons, and also tools."

"And so we see, not all of you were wise enough to keep living for *one* Stone Age day. You who are still alive will go back to work digging up the next meal. But don't you think that you would be thinking all the while, 'What if that 'ole' bear comes back? I have got to be sure that I have some stones ready.' So you make a heap of rocks against the animal's next appearance.

### Broken Stone Becomes Weapon

"Then, one day maybe you pick up a broken stone and think, 'This isn't heavy enough because it's broken.

As you go to cast it away, the sharp edge cuts you. You think, 'Hmmm, I ought to be able to use this as a weapon. Maybe if I chip it off a bit, I can make it really sharp, to cut that mean bear!' So you chip off the edges of the flint, and the first fist hatchet is made, like so. (Demonstrate the five-inch fist hatchet on the blackboard.) It takes time to fashion a fist hatchet. First you have to find the best kind of stone for chipping; that's flint, you know. Then you have to find another harder rock to hit it with. You have to chip away, bit by bit, chip, chip, chip. A long time goes by. But if you are very patient (and you don't chip off the point just at the end), you will at last have your fist hatchet!

"Tell me honestly, wouldn't you be afraid to attack one of those great saber-toothed tigers you saw on the bulletin board with only a five inch fist hatchet? No gun, nothing but a stone? Did you ever realize how really courageous those old cavemen ancestors of ours were? They had to be brave to keep living!"

The archdiocesan syllabus sets forth this lesson in the outline,

#### A. Palaeolithic Age

1. Eoliths—first stone tools
  - a. Crude chipped stones
  - b. Material was flint
2. Fist hatchets
  - a. Made of chipped flint
  - b. Weight: quarter to one pound
  - c. Size: four to five inches
  - d. Uses:
    - 1) digging for food
    - 2) splitting wood
    - 3) killing animals

It is evident that the lesson presented, while it included the main facts of the skeleton outline, added a great deal more in the way of imaginative reconstruction. Teaching history this way does call for thought, but there are angles that one can play up if she will

*A group of the author's students check on their ancestors from caveman days, as depicted in Life pictures on classroom bulletin board.*





*Examining projects submitted by classmates, these girls get a better view of Roman life and customs. Undertaken voluntarily by the author's pupils, the project resulted in items devised by pupils after individual research.*

take the trouble to search them out. Several other brief samples will, perhaps, help to clarify this procedure.

When taking the section labelled Upper Palaeolithic, Reindeer Age, it helps to play on their curiosity, something like this: "Cavemen began to notice that something odd was going on, something they had never noted before. It probably began with Mr. Caveman's spotting a strange animal amongst the old familiar ones, a woolly reindeer, and then a thick-coated mammoth, and other Arctic creatures. The weather was changing, too; it was getting colder and colder. Mrs. Caveman had to keep the fire going in the cave all night long. It got colder and colder. It was freezing! Then in the far north, great sheets of ice began to appear. It was the beginning of the Ice Age, or the Age of Glaciers."

### Headlining Persian Wars

The Persian Wars are especially confusing to slower students. To get the plot of the story into a nutshell, use forged newspaper headlines, placed on the blackboard before class begins. Then point them out as the lesson progresses to that date. Here are some samples (one of them set as newspaper headline):

*As a part of her project on Roman dress, a freshman explains her garments to interested classmates. Amused at one of the questions put to her, she points out that she is wearing the pall of the peasant woman.*



### PERSIAN WAR NEWS

499 B. C.

**PERSIANS CRUSH IONIAN REVOLT  
LED BY MILETUS IN ASIA MINOR**

492 B. C.

**PERSIAN NAVY WRECKED  
NEAR MOUNT ATHOS**

**Mighty Persian Army Returns to Asia Minor**

490 B. C.

**MILTIADES LEADS ATHENS  
TO VICTORY AT MARATHON  
OVER PERSIAN INVADERS**

**Outnumbered Greeks Save Homes from Persian Army**

480 B. C.

## **ATHENIAN NAVY DEFEATS IMMENSE PERSIAN FLEET JAMMED IN SALAMIS BAY**

**Persian King Xerxes Views  
Fierce Battle from Shore**

To present properly the Persian Wars would, of course, take two or three class periods. With the skeleton facts presented in these headlines, C students usually manage to keep the history fairly straight.

### End Period with Resume of Questions

When time permits, ending the period with a résumé of questions on salient facts of the lesson helps clinch the knowledge. If I foresee that a certain section may be somewhat boring to certain pupils, I remind the group before beginning, to pay special attention, as questions will follow. Thus alerted, students are usually motivated to listen intently. To eliminate any end-of-session drag, I sometimes tell the girls to keep their seats and answer in one word only as I fire questions rapidly at them.

Time is rarely left at the end of the 40-minute history lesson, for the learners usually become so interested in the material that they have a volley of their own queries for the teacher. As their interrogations often reveal intelligent thinking, I frequently praise them, especially if they are formulated by the dullest scholars. We all need encouragement!

This, then, is a suggested method of getting ancient history over to the slower student. Uncomplicated as it appears, still it requires real work on the part of the instructor—both in preparation and presentation. The toil is worth the trouble though, when expupils affirm that their love for history began back in Ancient History C!

# A Band for Your Elementary School

IT IS IMPORTANT to determine the reason for the existence of the band in the Catholic educational program. If you ask the children one morning how many would like to join the newly organizing band, you would be pleasantly surprised at the number of ready and willing candidates—the child of normal talents craves the opportunity for music-making upon a musical instrument. “All I want to do is blow!” explained a youngster one time, ungrammatically perhaps but sincerely stating his reason for enjoying playing in the band. Catholic philosophy of education, however, demands more reason than this for the justification of applied music study under the aegis of the Catholic school. Consider how well band experience can teach cultural values of the art of music and appreciation of beauty, develop better understanding of other peoples through acquaintance with their music, develop Christian brotherhood through unselfish cooperation of an artistic as well as social character, strengthen the sense of social conduct and responsibility, provide a wholesome creative source for relaxation, stimulate the development of the powers of concentration and orderly thinking so fundamental to music as to other school subjects, stir natural talent through developmental growth to acquired skill in applied music! Consider how the band is the one continuous and sustained effort at creativity within the school program! Note how membership in the school band acquires a mark of distinction through its own achievements as well as the uplifting influences it exerts on all other scholastic efforts of participating pupils! This is the fundamental philosophy upon which applied music in the Catholic elementary school is predicated. Without it, the effort is vain; contrary to it, it is doomed to failure, for it will either create an ugly monster or prove to be a hopeless labor.

## A Basic Consideration

More frequently than not, the one factor preventing many schools from organizing band units (or other units in applied music) concerns the finances or the economy to nourish the program. This is a realistic appraisal of the situation. To offer the band program in the elementary school as a package-gift-tuition-free plan as is done in many public school systems is not readily to be considered in ours. The reasons are obvious, though there are a few exceptional instances in which this is being accomplished. The answer lies in devising a plan in which the parent-pupil will bear the major portion of the burden. Effective band programs in our schools are developed upon this pattern,

and only rarely does this become an issue as long as the program produces good results. With the parent-pupil bearing the fundamental costs of instruments (excepting some items to be mentioned later) and instruction, the burden to be borne by the school is substantially lightened.

The formation of the unit can then proceed along the following four simple and basic steps.

## Step One: Secure a qualified teacher-director

The success or failure of the project depends highly on the personal qualifications of the teacher-director and the measure of intelligent cooperation he is able to win from the school administration. While in extraordinary instances any musician acquainted with band instruments can serve with fair success, it is the trained teacher-director who will be solid in his work with consistency and evidences of truly educational achievements. More and more young men and young women today are giving themselves to music education in instrumental supervision. Consequently, there is no real shortage of teacher-directors in most areas. It may be that your school is unable to hire this person on a full-time basis. Two or more interested schools can then join forces and have that teacher-director share his time among them. In Chicago and a number of other areas where elementary school bands have had a significant growth this has been precisely the plan under which teacher-directors could be secured on a daily fee basis. Following healthy growth, several of these today enjoy full time teacher-directors.

## Look for Imaginative Leadership

The academic background of the teacher-director is important, but it is well to look for imaginative leadership in him. He is a creative artist, the band his pallet, the faculty, parents, and student body his appreciative audience. He must satisfy the needs of each group. An understanding of children, personal integ-

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city, and a good sense of public relations are factors that will determine whether he will be just "another" teacher or a leader who inspires as well as instructs. It is not entirely practical to discuss compensation within this writing, but a rule-of-thumb figure ought to be given particularly to impress the need of adequate compensation for the truly qualified teacher-director. Circumstances of localities vary but a figure between \$20 to \$30 per day can serve to guide the administrator in working out a satisfactory arrangement. In its own way this is a highly professional field and not many Religious can do this work to that degree of outstanding success to be desired.

### Step Two: Suitable plan of instruction

Instruction of students can be given either in private lessons or as group instruction (grouping two, three, or four similar instruments, "homogeneous grouping" as it is technically called), and this can be given in school hours or after school hours. The validity of applied music instruction during school hours deserves fuller comment than these few words, but it is manifestly upheld by schools arranging this matter along sound policies and practices. Such instruction has not created any true impediments to the child's normal growth in basic skills and fundamental subjects. An effective and reasonable plan of private lesson instruction is to arrange for these to be of twenty minutes duration. For group lessons and consequent additional attention needed the duration ought to be of thirty minutes. One lesson weekly is basic, further instruction is optional. In arranging for tuitions, it has been found most effective to establish this along the lines of monthly fees, the figure of five or six dollars monthly being the usual pattern. The acquired revenues are designated to meeting the salary of the teacher-director, with any surplus remaining to be tagged for the needs of the band program and its further development. It is a grave disservice to Catholic education to use this program of instruction for fund-raising for the ordinary needs of the school.

### Regular Rehearsal

Instruction must also include regular rehearsal for the full group. The time for this will be determined by local factors, some schools using pre-school hours, others noon-time hours, and still others after-school hours. The last is proved best. The scholastic work of the pupils is ended for the day. They are psychologically well-disposed to give vent to their craving for creativity and the pleasurable experience of music making.

What about facilities to house the project—the studio and rehearsal hall? Will anything do? This is one of the more difficult and least certain of matters concerning this subject. Scientifically designed areas are a decided advantage but how many schools are in a position to allow for such an advantage? Existing facilities can be adapted to serve adequately even though no

single appraisal of such adjustments can be given fairly. The teacher-director will ultimately have to pass on the acceptability or suitability of the facilities given the project. The one caution to be exercised by elementary school administrators is to avoid creating an impression with students or parents that the band program is as an orphan or a step-child of the school's program of activities.

### Instrument Procurement

The matter of instrument procurement falls within this point. In view of the extraordinary efforts on the part of the music instrument industry and its related music education promotion, no interested school need be at a loss for available instruments in its band program. Virtually every manufacturer has a well developed plan for providing these to the parent or the school on a rental-purchase plan generally administered by a local representative. The plan is basically simple: after a given period of ninety days or so the instrument may be retained as a purchase, otherwise only a nominal rental is charged and the instrument reverts to the manufacturer or representative. Certain of these even extend further considerations to make the adequate supply of suitable instruments meet the requirements of the project. Any of the major and reputable manufacturers will be willing and able to serve in virtually every area of the country. As in so many other forms of education so is it remarkable in music to what extent the industry will bend itself to be of service. A realistic evaluation will indicate that personally owned instruments prompt finer study.

However, there will be some that will have to be supplied by the school. How reasonable would it be to have some child own a tuba (that's the large horn that is practically wrapped around the player!), the larger drums or one of the special instruments? Some plan of sponsorship or a contingent band fund will have to provide these as necessary to the artistic and musical development of the unit. Your teacher-director will guide you through this.

### Step Three: Proceed with organizing

You have now reached the point at which you can begin recruiting candidates for the band. Where do you start? Unless students of the eighth or graduating class are already able to play an instrument, it is better to forego willing candidates from this group: their usefulness is too short-lived. The fifth, sixth, and seventh grades will provide sufficient numbers to start. Systematic procedures for recruiting ought to pursue the following plan: (a) announcement of the program, (b) administration of a music aptitude test, (c) demonstration program arranged for parents and prospective students, and (d) acceptance of students to the program.

There is a bit of showmanship in every band in addition to its educational elements. Make use of this in your initial announcement. Stimulate the interest of



students and secure the support of parents from the very start with a plan that is intriguing and serious.

Your teacher-director will know about aptitude testing. Such testing aims at discovery of basic talent needed for effective participation in the program. Concerned with tests of pitch, rhythm, loudness, time, timbre, and tonal memory as well as variations of these elements, such tests are quite simple to administer and generally take but a few minutes. It is best to give these to the entire groups from which the students are to be recruited. Experience has shown that parents are pleased to learn of satisfactory results, though it is not advisable to indicate total failure at such testing. A satisfactory scoring is at least a sign that success can be reasonably expected as long as ordinary diligence is given the effort.

### A Demonstration

A demonstration is arranged for a convenient time at which interested students and their parents meet with the school administrator, the teacher-director, and other interested parties. The full band program is given and explained. It is well to review the philosophico-educational values of the activity for the parents' better understanding of the program; it is preposterous for them to think of a professional music career for even the majority of participating students. They will further note in the band program an investment in the child's fuller developmental growth in talent and emotion rather than an expenditure for its temporary pleasure. If instruments are to be purchased by individual students, an instrumental demonstration has also been found effective when given at this first meeting. Of course, the basic rental-purchase plan will have been previously reviewed and approved by the school administration. The formal meeting ought to be brief, leaving the remainder of the period free for personal contact between parent, student, teacher-director, and instrumental representative. If a neighboring school has already developed a unit of its own, it is good to have that group appear to entertain and demonstrate.

With this accomplished you can now consider yourself on the way. Instruction will generally be planned for four or five weeks before general rehearsals are scheduled for the unit, but, once these are under way, they should be carried on regularly.

### Step Four: Plan for growth

Once the unit has acquired a sense of togetherness and is able to play even the simplest arrangements or selections, use it in program. Groups starting in September have been known to participate in a Christmas program, and not too badly either. This stimulates the students for study, and the parents for understanding support of the undertaking. An active program of appearances is vitally necessary for its growth though care must be exercised lest it become the "first and last resort" for entertainment at every and any program or meeting. Remember its primary object as edu-



*Pupils of St. Thomas the Apostle School are playing on "equivalent" instruments at the Conn Museum, Elkhart, Indiana. Photo courtesy of Monsanto Chemical Company.*

cation, not public entertainment. See to it that suitable competitions or auditions, sponsored by musical-educational organizations in your area are entered. Their object is not strict competition but rather a program of appraisal-auditions to gain ratings and objective professional criticisms of the musical growth of the organization within its particular scope.

Serious consideration is to be given the plan for further recruitment. Either at the end of the school year or the beginning of the next, a promotional project ought to be arranged to secure new members as additions to the unit or replacement for graduates. It is especially necessary if the teacher-director is available through the summer vacation period. Experience has shown that vacations can be the source of the greatest loss while on the other hand vacation periods if used for further instruction have been the greatest blessing toward success with the project.

### Summary

These are the basic considerations on which the band program in the Catholic elementary school can become

*(Continued on page 109)*

## Sense and Nonsense in Guidance

NO ONE IN THE FIELD OF EDUCATION today would deny the need for a good guidance program in every school. This necessity seems to be fortified by the new flood of literature which is currently being placed within easy reach of administrators and teachers. Ideas and methods for a good guidance program are being sought by almost everyone who is concerned with the education of the young. The conflicts of daily living are sometimes more pronounced in the lives of young people than in the lives of some adults. They need direction toward ultimate goals for living. Many will take the initiative and seek out advice on problems that are actually plaguing them at the present moment. They have a right to expect that their parents and teachers will furnish a solution, either directly or indirectly, to their problems. The fact that many seminarians and priests have shown a special interest in the techniques of counseling has indicated the important role that they have to play in the guiding of people's lives.

To recommend a book in any field to a friend is a very difficult task. One will derive great benefit and pleasure from a certain spiritual reading book while another is completely repelled by it. There have been many books written on how to play golf, and for each one there are a hundred "hackers" for it and another hundred against it. The opinion of each critic is reduced to the particular reason why this book is valuable to the reader. Ultimately, it is because the author has something of value to give him.

### Must Know Philosophy of Authors on Guidance

In surveying the literature in the field of guidance and counselling one is searching for ways and means to deal with the lives of human beings. This is a much more complex and weighty task than making a model airplane, or hitting a baseball, or baking a cake. Therefore one must know something about the philosophy of the author of a book that alleges to give the recipe to man's ills. In the field of education this is of the utmost importance since the teacher has the responsibility

of molding the character of the young. To give a true picture of guidance and counselling we must know what the author's answer is for certain questions: What is man? Why is he here on this earth? What is the aim of education? If the answers to these questions are false or incomplete, then no matter how many pages and illustrations his book may have, the author is not and cannot be presenting the whole truth.

We should like to examine eighteen books which are the leading books in the field of guidance and counselling. All of these books are the products of the past decade—the "fabulous fifties" so called.

Can we say that the author of the following statement is one who can really have the ultimate interests of the whole child in mind?

"The ultimate aim of education in any single period of history is the one that best satisfies the needs of society at that time."<sup>1</sup>

From this starting point he sets out to tell educators how to organize a guidance program which will affect all students who happen to find themselves under teachers and administrators who take the words of this man as gospel truth. His educational philosophy is reflected in his summary of the objectives of education of the Educational Policies Commission to which he refers as the *present* purposes of education: (1) objectives of self-realization; (2) objectives of human relationship; (3) objectives of economic efficiency; (4) objectives of civic responsibility.

### One of Extremes, But Others Follow

This is one of the extremes that seems to be prevalent in the literature in the field of guidance. It is the mistake of making society the all-important goal of education. The individual is born for the state and it is the state's well-being that must come first at all costs.

Other titles are taking up room on library shelves which put forth this same basic philosophy: that each student must be educated so that he will be of value to society. The ultimate goal of education is: "the optimum development of every student as a group member."<sup>2</sup> Again, we read five years later in another book on guidance that the central purpose of education is: "the optimum development of mature and productive citizens to take their place in a free society."<sup>3</sup>



Father Gulley is a priest of the Diocese of Albany, N. Y., pursuing a doctorate in education at Catholic University of America. He taught Latin and moral guidance at Cardinal McCloskey High School, Albany, N. Y., and was also athletic director and moderator of the varsity club. Father took his training at St. Thomas Seminary, Bloomfield, Conn., St. Joseph's Seminary, Dunwoodie, N. Y., and received his M.S. in Ed. from Siena College, Loudonville, N. Y.

<sup>1</sup> Dean C. Andrew and Roy Willey, *Administration and Organization of the Guidance Program* (New York: Harper Bros., 1958), p. 18.

<sup>2</sup> Jane Warters, *Techniques for Counseling* (New York: McGraw-Hill, 1954), p. 1.

<sup>3</sup> Donald G. Mortensen & Allen M. Schmuller, *Guidance in Today's Schools* (New York: John Wiley & Sons, Inc., 1959), p. vi.

Smith also sees society as the purpose of the guidance services rendered in schools: "Guidance services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society."<sup>4</sup> He looks at the individual with words that refer to his "social," "occupational," and "civic" aspects. Words like "religious" or "spiritual" are left out completely. Yet he would have his readers believe that he is speaking of the whole and integrated organism.

### Revised Edition of Older Text

One of the early works which puts forth this philosophy of the child as a mere material being living with other material beings is that of Cox, Duff, and McNamara in their *Basic Principles of Guidance*. This work was first published in 1938 under the title, *Guidance by the Classroom Teacher*. The authors admit in the preface to the current edition that this was a misleading title since the text offers principles of guidance that are basic to the practice of all the members of the guidance team. For twenty-two years it has been a fundamental text used by administrators and guidance personnel.

The reader need not go beyond the first chapter of this book in order to come to a very evident conclusion that it could have been written by John Locke himself. In summing up a flagrant attack on tradition and classical humanism the authors have this to say:

Only cloistered academicians, with vested interests in a world of limbo, bewail the "lowering of standards," meaning the loss of their power to impose on everyone their formal inanities.<sup>5</sup>

Certainly, that statement is plain enough and needs no further explanation as to the reflection of its philosophy. Of the twelve principles of guidance listed in this book each one could be labeled "utilitarian" in nature. Cox and Duff do not fail to reflect the philosophy of N.Y.U., where both are in the department of education, with statements like: "Education is a social process . . . guidance is part of that social process . . . Morals start in smaller groups and carry over to wider horizons."<sup>6</sup> To say the least this book is lopsided, yet it is being used and hailed as one of the best in the field of guidance. It should be no surprise, then, to anyone with a logical mind that a lopsided society has resulted which advocates material progress as our most important product.

The book by Herman Peters and Gail Farwell should be mentioned here since it is one of the very latest to come off the press. Prescinding from the fact that it is a very difficult book to read from a literary point of view, it tends to be vague and superficial. According to the authors the whole purpose of the individual's pursuit of a life plan is to "bring satisfaction to him and to the society in which he lives."<sup>7</sup> And to make sure that everyone knows they have an excuse for their generalized ramblings they further state: "the

idea of absolutes in a philosophical orientation to the guidance point of view is questionable."<sup>8</sup> Perhaps, the authors feel this makes their book more democratic and non-sectarian and definitely more American.

### Those Which Emphasize the Individual

We come to a consideration now of those books which emphasize the individual, not the complete person composed of body and soul but a material being whose motive for existence is material welfare. The child is, as it were, a lonely creature whose happiness depends solely on the ingenuity of men. He is abandoned by God, for it is very difficult to find any mention of the role of grace in his life except in those books which are professedly Catholic. Even the interdependence of men on each other seems to be left out by these authors. We read of needs to be filled and goals to be attained but there is no definite attention given the true concept of man.

Indications of this vague understanding of the child's nature can be found in the following statement on the chief purpose of education:

to help individuals become increasingly self-directive and capable of creative and purposeful living."<sup>9</sup>

There does not seem to be any indication as to what is purposeful living except that one is expected to stay out of jail and not be a financial burden on the community.

Again, in a book on the methods of guidance the author speaks in the preface of "the total development of human personalities." The value of the educational program lies in its benefits to individual students:

Not only must the child be taught the necessary fundamental skills and knowledges in keeping with his level of abilities and needs, but must also have help in understanding himself and adjusting realistically to the many forces about him."<sup>10</sup>

### Materialistic, Utilitarian Philosophy

The words "God," "soul," "spirituality," do not appear in the book, yet the author has spoken of helping the child "understand himself" and also of "adjusting realistically to the many forces about him." Throughout the whole book a materialistic and utilitarian philosophy colors the background of all that is set down. The needs of the child are seen as physical, emotional,

<sup>4</sup> Glen E. Smith, *Principles and Practices of the Guidance Program* (New York: Macmillan, 1951), p. 5.

<sup>5</sup> Philip Cox, John C. Duff, Marie McNamara, *Basic Principles of Guidance* (New York: Prentice-Hall, Inc., 1951), p. 8.

<sup>6</sup> *Ibid.*, p. 14.

<sup>7</sup> Herman J. Peters & Gail F. Farwell, *Guidance: A Developmental Approach* (Chicago: Rand McNally & Co., 1959), Preface.

<sup>8</sup> *Ibid.*

<sup>9</sup> Henry B. McDaniel, *Guidance in the Modern School* (New York: Dryden Press, 1956), pp. 7-8.

<sup>10</sup> Robert H. Knapp, *Practical Guidance Methods* (New York: McGraw-Hill, 1953), p. vii.



## WHEELING COLLEGE

### Wheeling, West Virginia

Wheeling College is a coeducational college of liberal arts and sciences administered by the Jesuit Fathers. It was founded by His Excellency, the Most Reverend John J. Swint, D.D., Archbishop-Bishop of the Diocese of Wheeling, and opened in 1955, graduating its second class in 1960. It is the twenty-eighth Jesuit college in the United States and joins a long line of distinguished sister institutions, including Georgetown, St. Louis, Fordham, Holy Cross, Marquette, Detroit, and San Francisco.

#### LOCATION

Wheeling is located fifty miles southwest of Pittsburgh. The College has a sixty-acre campus on which five buildings have been erected in five years: a residence for Jesuit faculty; an administration-library-student activities building; a classroom and laboratory building; and two residence halls, one for men and one for women. An addition to the hall for women and a multi-purpose building for athletics and other student activities are soon to be built.

#### ACCREDITATION AND AFFILIATION

The College is a member of the Jesuit Educational Association and an associate member of the National Catholic Educational Association. It was approved by the West Virginia State Board of Education in the minimum two years and is now preparing for accreditation by the North Central Association. The Chemistry program has been approved by the American Chemical Society.

#### OBJECTIVES

In common with all colleges of liberal arts, Wheeling aims at involving the student in an environment where he may develop his powers of mind and spirit to maturity through a carefully chosen program of courses in broad fields of knowledge, supplemented by his own reading and reflection and his outside-of-class contact with his teachers. Emphasis is placed on theology (courses are scheduled over the eight semesters of attendance), and life at the College is lived in a framework of man's relationship to God. As with other Jesuit colleges, Wheeling places great stress on philosophy and on eloquence in the written and spoken word, and endeavors to stimulate students to creative leadership by the personal interest taken in them as individuals by the faculty.

#### FACULTY

The Wheeling College faculty and administrative staff is composed of 40 persons, among whom there are 20 Jesuits, 14 laymen, and 6 laywomen. Approximately 50 per cent of the teachers hold the doctoral degree in their fields.

#### STUDENT BODY

The student body numbers 400 and will grow in the next few years to about 850, the enrollment planned when the College was founded. Men outnumber women in a ratio of two to one. Three-fifths of the students are campus residents from a dozen states and the District of Columbia, with the greater number coming from West Virginia, Pennsylvania, and Ohio.





## LIBRARY

Current library holdings are 35,000 volumes, a new collection planned from the opening of the College to supplement class instruction in the courses offered. The library also has 2,000 bound periodicals and 396 periodicals regularly received, together with microfilms of the *New York Times* and a collection of 2,000 film slides for use in Fine Arts courses. The staff is composed of two professional librarians, two clerical assistants, and student assistants.

## CURRICULUM

Two degrees are awarded, the Bachelor of Arts and the Bachelor of Science, the former with concentrations in English, History, Political Science, Dramatic Writing Arts, and Sociology, the latter in Accounting, Business Administration, Biology, Chemistry, Physics, and Mathematics. All students are required to follow a set pattern of courses in philosophy, theology, English, history, modern language, science, and mathematics. Most of these "general education" or "background" courses are taken in the first two years. After that, students concentrate in a certain field to prepare themselves for immediate employment or for graduate or professional school.

## CO-CURRICULUM AND EXTRA-CURRICULUM

Co-curricular activities are recommended as complements to classroom and laboratory work. These include publications—newspaper, the yearbook, and a periodical literary journal; speech activities—debating and a dramatics program closely coordinated with the academic Dramatic Writing Arts concentration; a glee club, an annual variety show, the Student Council, the Sodality of Our Lady. Emphasis is placed on intramural athletics for men and women. There are intercollegiate teams in basketball, tennis, and golf.

## ADMISSION REQUIREMENTS

In general, a candidate must have completed the standard college preparatory course in high school and be recommended for Wheeling College by his high school principal. More detailed information is found in the catalog which may be obtained by writing the registrar. Entrance examinations are demanded only in special cases although college board scores are very helpful to the Admissions Committee. Because the College is small, interested students are urged to apply early in senior year of high school.

## EXPENSES

Total expenses payable to the College for a year amount to about \$1,550. Of this, tuition is \$700 and room and board is \$750.

## SCHOLARSHIPS AND STUDENT AID

Financial grants in the form of complete scholarships are very limited. The College participates in the National Defense Education Act Loan Fund and provides opportunities for students to aid themselves financially by on-campus employment. Such employment, however, is not recommended for freshman year students. Details may be obtained by addressing the Registrar, Wheeling College, Wheeling, West Virginia.

## ILLUSTRATIONS

*Opposite, from top:* The Library's reading room; being put to good use. Formal and informal discussions between faculty and students abound at Wheeling College, as exemplified by the Reverend James F. Muldowney, S.J., et al. The Campus Shop attracts browsers and buyers alike. Snow sets the scene for this view of McHugh Hall, the men's dormitory, named in honor of Wheeling College's first president. The ladies enjoy their leisure in the lounge of the women's dormitory.

*This page, from top:* The Bard of Avon vies with budding playwrights at the College for the attention of the Caviar (dramatics) Club; here, a scene from "Othello." In a practice session, the soprano section of the Glee Club. Student scientists are shown at work in one of the many laboratories at Wheeling College. Regularly scheduled lectures are supplemented by seminars (this one conducted by Dr. Bruno J. Hartung) and on-the-job internships. A student learns the industry at a coal mine in West Virginia.



social, and personal; we are left with the impression that this is the complete picture.

Arbuckle recognizes the need by the teacher of a personal philosophy. He admits there is a great deal of confusion among many writers on the subject as to what their philosophy is. He agrees with those who say that guidance is a process that helps the individual in his total adjustment. He states the goal of the guidance worker as follows:

To help the individual to help himself, to help him be a free man, chained to no one, and to be independent enough so that he can accept without any disturbance the dependence that is part of everyone's living."<sup>11</sup>

Again, the co-authors of *Guidance Procedures in High Schools* advocate the education of the whole child but fail to give a correct concept of what they really mean:

... philosophy or point of view which recognizes that children vary widely in their capacities, backgrounds and interests and should be treated accordingly; school is concerned with the whole person and not merely his mind.<sup>12</sup>

### One Book Refers to Ethical Values

In all these books that speak about educating the whole child we are looking for some indication of the spiritual side of the child's nature. There is but one book that makes reference to ethical values. After stating that the right of every child to "get the kind of education he needs is his birthright" and that to provide less is to deny equality of opportunity for our youth, the author lists the imperative needs of youth according to the Implementation Commission of the National Association of Secondary School Principals. These needs are: citizenship, physical fitness, economic security, and science. These are essential. Next to last there is mention of "insight into ethical values and principles."<sup>13</sup>

Similarly, Morris in his book found goals that are practical in nature and betrays the utilitarian concepts underlying his philosophy:

After trying unsuccessfully for a number of meetings to make an abstract statement of philosophy, we asked ourselves this question: What do we want our school to do for the boys and girls? The result was a list of practical goals in which good human relations, good citizenship, happiness and usefulness were the underlying features.<sup>14</sup>

There are two other books which are listed in the bibliography that have come to the fore in the past two years. They were put on the list merely for completeness. Both are extremely vague about principles and philosophy. Neither one portrays the true nature of the child. There are no solid definitions to put one on firm ground.<sup>15,16</sup>

### Characteristics Common to These Books

The books that we have examined so far seem to have certain characteristics in common. Each seems to consider the child as a purely material being whose main goals should be economic security and good social living. Guidance is limited to the physical nature of the individual without considering the fact that he does have a spiritual side that must be directed also. Many of the authors have spoken of the education of the whole child and yet they refuse to bring out in their writings the fact that he is a dualistic composite, and without this recognition there can be absolutely no complete guidance program offered. Another common factor that appeared in almost all of these books is the vagueness with which many of the principles were put forth. One received the impression that the authors did not want to injure any one's feelings or convictions unless, of course, those convictions are based on authoritarian doctrines. Such beliefs are held to be undemocratic, and if there is one thing the child must be educated for it is for democratic living in a free society, which means anything one wants it to mean provided one does not get too definite in goal-seeking or put forth aims that are outlandishly specific.

### Catholic Authors to Balance Scale

To answer whether or not there are any books written in the field of guidance that do consider the child a combination of body and soul we would like to examine four recent efforts on the part of Catholic authors to balance the scale. Though not the first chronologically, the work entitled *Guidance and Counseling for Catholic Schools* expresses very well

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*Instrumentalists at Regina Dominican High School, Chicago, practice ensemble. They were photographed in the school auditorium before the terrazzo tiers leading to the stage. These tiers serve for choral presentations. Photo courtesy of Barry and Kay, Architects.*



in the preface of the book the Catholic philosophy of guidance and counseling.

A Catholic school must attach the greatest importance to the fact that these young people were born for heaven, that they have an obligation of accepting a body of revealed truth, that they owe obedience to the law of God and to the Church of God, and that dependence should be placed upon grace and the means of acquiring grace rather than purely natural methods of solving problems.<sup>17</sup>

Another work is concerned with the applied art and science of both goal-seeking and adjustment in significant life areas. It lists many suggested procedures and techniques for discovering potentialities, discerning maladjustments, and diagnosing strengths and deficiencies which bear on the present and the expected educational and vocational lives of the individual. All these things could probably be found basically in most books on guidance. But if a teacher wants a treatment of the whole person, meaning a creature composed of body and soul, he would be wise in reading this book. At the very beginning the author states his fundamental position in very plain language:

The spiritual significance to man of fulfilling his best vocational potentialities has not been fully realized . . . Abilities are . . . God-given. Their proper guidance and development to the fullest degree is a task not to be lightly regarded in fulfilling man's earthly mission.<sup>18</sup>

We have here a true recognition of man's nature and of his dependence on God. Man is not merely a member of a herd of two-legged animals whose sole purpose is to eke out an earthly existence with the least possible inconvenience to the rest of society.

## Two Are Significant

The last two books we shall consider in the field of counseling by Catholic authors are significant, for they indicate that there is a "Catholic view" in this particular branch of learning. Both have been recognized for their need in a field that has too long occupied itself with false and incomplete teachings on the nature of man.

In the foreword to Father Curran's book we read these words of Bishop Michael J. Ready which estimate the worth of the study made by the author:

Doctor Curran is not interested in rootless theories. He does not promote clever utilitarian schemes of procedure. He joins ageless truth with modern scientific discovery in an attractive exposition of counseling, especially as applicable in Catholic life and education. This is a thorough study, but it is not dull or prosy. It is particularly valuable in the fact that it presents a wealth of practical sug-

gestions as well as a clarifying explanation of human personality in action.<sup>19</sup>

It is possible, therefore, to present a complete treatise in the field of guidance and counseling without denying or ignoring the true nature of man. The marriage of scientific principles and Christian philosophy can serve mankind very well and even better than a one-sided extreme position could ever do.

Toward the end of the year 1959 a very fine effort was made by two priests "to improve the art of spiritual direction by seeking to give it the 'necessary empirical basis it is still awaiting.'"<sup>20</sup> This book will be invaluable to the priest-confessor; it will also be found very helpful to anyone who has to deal with the complexities of human personality. The "humaneness" of the Church is expressed very well by the authors:

The Church, in her efforts to lead her children to salvation, has always earnestly applied herself to anything and everything which touches man significantly. She has, from the first days of her foundation, acknowledged the place and importance of the body and emotions, as well as the soul, in the definition and destiny of human nature. Consequently the Church has always promoted Christian social and humanitarian objectives, for she acknowledges that man's eternal and spiritual happiness must be worked out in the midst of temporal and mundane concerns.<sup>21</sup>

We have attempted to present here an over-all view of the literature in the field of guidance and counseling that has been presented in the past decade. Because the field has for its primary concern the notion of man and his relation to daily living, it is most important that the nature of man be properly understood by those who take on this responsibility. A spurious concept of the pupil by a teacher or guidance director not only leads to incomplete education, but could also involve more drastic consequences in regard to the eternal salvation of a soul. One must know where he is going in this field, or classify himself as one blind trying to lead the blind.

<sup>17</sup> Dugald S. Arbuckle, *Guidance and Counseling in the Classroom*, (Boston: Allyn & Bacon, 1957), p. 13.

<sup>18</sup> C. Gilbert Wrenn & Willis E. Dugan, *Guidance Procedures in High School* (Minneapolis: University of Minneapolis, 1950), p. 3.

<sup>19</sup> Clifford P. Froehlich, *Guidance Services in Schools* (New York: McGraw-Hill, 1958), p. 1.

<sup>20</sup> Glyn Morris, *Practical Guidance Methods for Principals and Teachers* (New York: Harper Bros., 1952), p. 12.

<sup>21</sup> Emery Stoops, et al., *Principles and Practices in Guidance*. (New York: McGraw-Hill, 1958).

<sup>22</sup> Edgar G. Johnston, et al., *The Role of the Teacher in Guidance*, (Englewood Cliffs, N. J.: Prentice-Hall, 1959).

<sup>23</sup> Lawrence J. Saalfeld, *Guidance and Counseling for Catholic Schools* (Chicago: Loyola University Press, 1958), preface.

<sup>24</sup> Lester N. Recktenwald, *Guidance and Counseling* (Washington: Catholic University Press, 1953), p. 8.

<sup>25</sup> Rev. Charles A. Curran, *Counseling in Catholic Life and Education* (New York: Macmillan, 1952), p. xii.

<sup>26</sup> Rev. George Hagmaier and Rev. Robert Gleason, *Counseling the Catholic* (New York: Sheed & Ward, 1959), p. ix.

<sup>27</sup> *Ibid.*, pp. ix-x.



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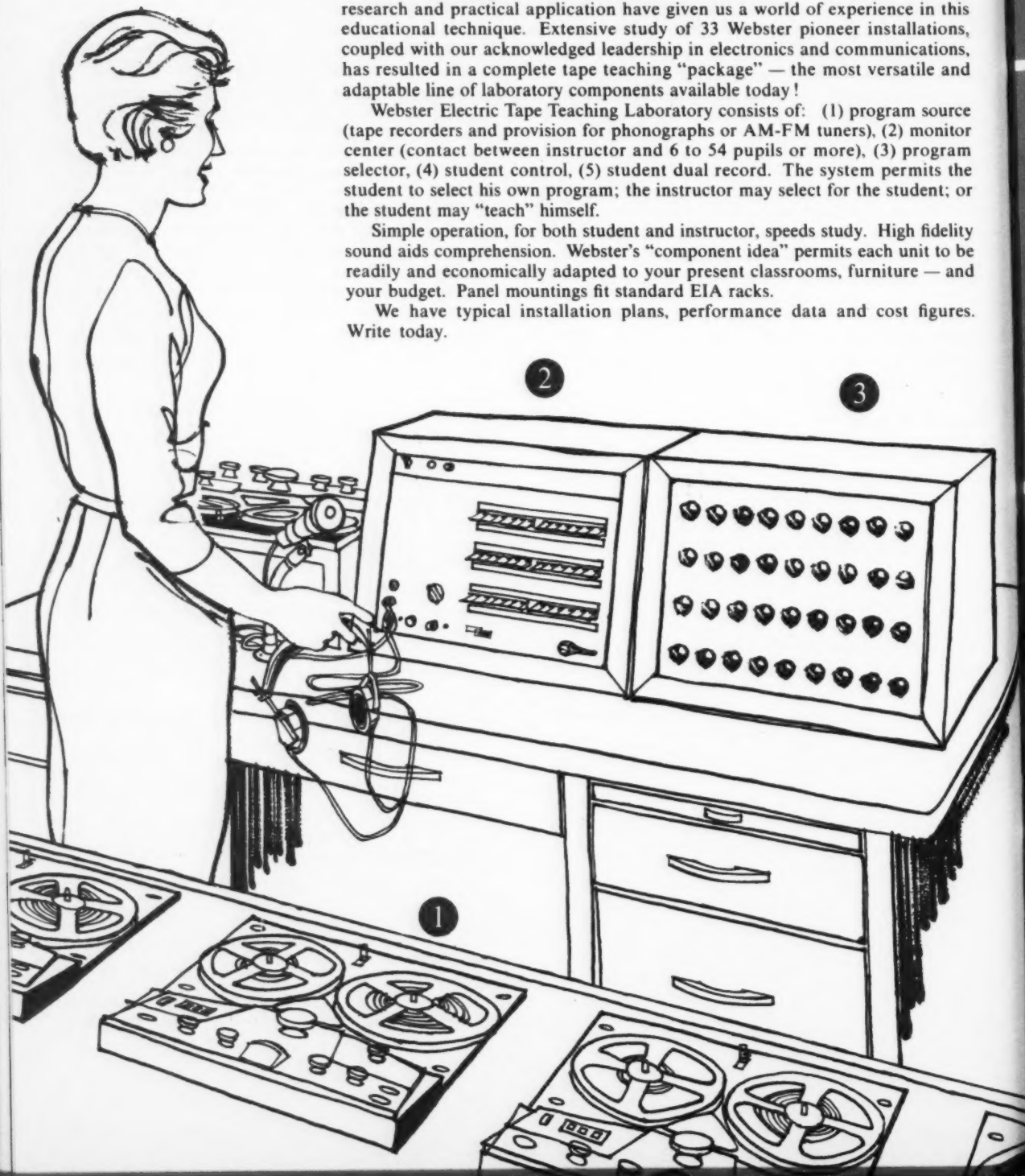
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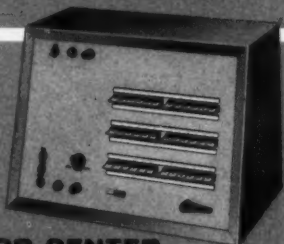




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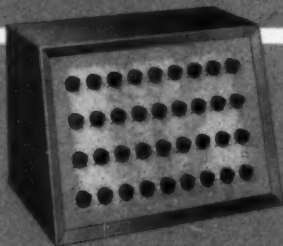
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# Nurturing Giants of Letters

IT HAS been over a year now since Jesuit Father Robert Boyle, writing in *America*, made a case for the inclusion of works by Joyce, Faulkner, and other modern writers of vision in Catholic college English courses, but at this time there is no reason to attempt an improvement on his well delivered and conclusive argument. However, it still behooves us to polish one facet of the many-sided literary problem left exposed by this teacher's energetic ground breaking.

Assuming that the efforts of Father Boyle and his sympathizers, along with the steadily rising intellectual awareness of the American Church, will eventually contrive to place before the minds of Catholic students the literary works of all the greater contemporary artists, the question can still be asked: Will this be enough to insure the rise of a generation of Catholic writers able to give this nation a Catholic literature of comparable depth and vision?

There is a peculiar irony in the position of the hopeful young writer receiving Catholic training today. He is troubled by the conflicts harassing any serious American student of literature: caught up in a dichotomous literary heritage which threatens, in the face of the growing comparative outlook in learning and letters, to become even more diffuse; deprived through the idiosyncrasies of American education of the classical and linguistic background long considered intrinsic to the formation of men and women of letters; and faced with finding a means of social rapport with a society as pluralistic and forward looking in its formation as it is narrow and backward in its intellectual concerns. When there is added to the wall of obstacles facing him a further dimension of religious values, another of Catholic ones, the height to which the young litterateur must grow in order to see his way ahead is found to be extraordinary.

## Impression Has Been Slight

In view of the handicaps which the American situation, and even the apologetical Catholic press, have

long placed upon the really creative Catholic writer, it is to the credit of American Catholicism, not to mention the writers themselves, that we have produced any outstanding authors at all. It would be untrue to say that Catholic writers have made no significant contributions to American poetry, drama, and fiction in this century. And it would certainly be unfair to artists like J. F. Powers, Allen and Caroline Gordon Tate, Sister Mary Madeleva, Walter Kerr, and others who have given conclusive proof that Roman Catholicism is no fetter on creativeness. However it is only facing an unhappy fact to admit that the impression made by Catholic writers on the body of American letters has been very slight. Critics and anthologists tracing the currents in the mainstream of American poetry and prose ascribe no perceptible influence to Catholic orthodoxy, either in its formal or modal aspects. If we are red faced over finding ourselves conspicuous in our nation's imaginative literature only by our absence, then our distress can only deepen when we consider that we have been allowing our out-of-the-fold brethren to do our writing for us. Where the Christian *ethos* has seriously manifested itself in American literature it has had, almost without exception, a non-Catholic for its spokesman. If we have not died of our embarrassment it is only because clinging to the coat tails of T. S. Eliot and some of the symbolist and imagist poets has been thrilling enough to distract us from our disgrace, while at the same time the immigrant heritage of the American Church gave us an excuse for being intellectually provincial and defensive.

## Time Is Right for a Flowering

Times have changed, however. Left by self-effacing forebears with a Catholic educational system described by Father Walter Ong in *Frontiers in American Catholicism* as a remarkable and historically unprecedented achievement, and inheritors of a very real, though for the most part unconscious, religio-cultural bond with the continental seat of western culture, American Catholics are in an enviable intellectual position. And in view of growing theology consciousness among the laity, the popularity of liturgical devotions in the parishes, and the steady increase in the number of diplomas and advanced degrees earned by Catholics, I do not believe it is being presumptuous to suggest that the time is right for a flowering of Catholic religious art in this country.

The impetus for such a movement must of course come from the liberal arts college, but unfortunately it is here that the most fundamental problems present



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themselves. Where literature is the consideration there is much to recommend the inclusion in the curriculum of a writing major, distinct from, but closely interwoven with English and journalism studies. However, the small college, and for that matter the university, does not always find it practical, convenient, or even possible to offer special courses of study simply because these are desirable. Nor, I believe, would a four-year course designed along literary lines and specifically for the formation and training of young writers necessarily insure the development of any real giants of Catholic letters. Unless such a program equipped the student to fuse in a very concrete and contemporary manner his Catholic philosophy of life with his written productions, its effect could still be relatively inconsequential. And in a genuine art piece the fusion between form and content, word and meaning, work and effect, ordinarily involves the agency of symbolism.

Certainly it should not have to be argued that an ability to employ traditional symbolism is requisite to literary productiveness. Nor, for that matter, should formal instruction in a universal language have to be necessary, let alone advised. And yet the present state of Catholic letters in the United States leads us to believe that neither verbal expression nor poetic intuition come easily to Church-educated Catholics. Though there may be excellent reasons for this, present conditions in the American Church portend that it would be seriously discrediting were our literary debility to remain a chronic ill.

### Exposure of Young Writers

In the academic situation what is being asked for is the exposure of young writers to courses of study which would engender a familiarity with natural and religious symbolism in their most generic forms. Within the framework of the established curriculum this would involve the opening and recommendation to students of literature and journalism of a few courses regularly offered to divinity and classical language scholars. But in colleges where courses in mystical and biblical theology, in sacred scripture, comparative mythology and classical antiquities are not presently available, great strides toward the desired goals can be taken by individual instructors willing to make reading assignments in scriptural and liturgical texts and handbooks of mythology. Such studies, when combined with oral explication of symbolic techniques employed by outstanding writers, would go a long way toward sharpening up the associative faculties of students already marked by literary and linguistic sensibility.

### Insistence on Symbol Consciousness

From a purely historical point of view there is good reason for insisting on symbol consciousness in those who would produce good religious art, not to mention those who would understand it. Symbolic presentation, fundamental to art itself, has been one of the most striking characteristics of religious presentation through

the ages. And Judeo-Christian expression, by the nature of the dispensation from which it springs, has creative duality built into its very heart. Small wonder that after the firm establishment of the nascent Church had relieved Christian art of the need for being openly didactic, it became progressively more symbolic in character. For the Lord of the Jews, regardful of the polarity peculiar to his highest earthly creation, was Himself wont to use theophanies, creatures at once naturally and supernaturally real—a rainbow, a wind, a burning bush, and finally the sublime expression of the Incarnate Word, with us now as the Body of the Church—as the medium for His communion with men.

Nor has Christian literature departed from this pattern. Dante described his *Divine Comedy* as "allegorical or mystical," and in some sense one or the other of these adjectives applies to all of the greater works of Christian literature. Where modern genres are concerned, it suffices only to recall that poetical works by Claudel, Eliot, Hopkins, and Merton, like novels by Joyce, Faulkner, Mauriac, Bernanos, Greene, Bloy and Gertrud Von le Fort, can only be imperfectly understood by readers with scant knowledge of mythological and Christian lore. The fact that this is so points up a significant and apparently universal peculiarity of the Christian writer's imagination. For if it is questionable whether the character in the Mauriac novel who sees "the moon like a fire in the branches" realizes that God has just visited his people, and uncertain whether the idle reader will catch the thrilling significance of the image at just that point in the novel, it is not to be disputed that the imagination of M. Mauriac knew exactly what it was doing when it seized upon the symbol.

### Yet Not a Guarantee

It is not being maintained here that immersing youthful Catholic litterateurs in a bath of symbolism during their formative years will necessarily guarantee their development as superior religious writers. To be sure, many good and even great poems, plays, and novels have been produced by artists not grounded in the Christian and pagan classics. But an examination of the offerings leads us to believe that outstanding religious works are not so spontaneously conceived.

At the present moment there are signs that within the ethnic of American Catholicism genuine literary life is finally beginning to stir. Should this spiritual quickening develop into a general movement, should it recognize its outstanding talent and provide for the exchange of encouragement among its more ardent fellows, then surely much credit will be owed to individuals whose recent contributions in and near the realm of serious art have caused a puerilely stammering body to find maturer voice. In a sense the true makers of any revolution are those who inspire the inspired, and American Catholicism in this century has not been without its prophets. It is fairly easy to ac-

(Continued on page 64)



# Some Choose the Single Vocation

POPE PIUS XII surprised the Catholic world on October 21, 1945 by calling the single state in lay life "a vocation." This message received a varied reception.

Some overlooked it. They gave their exclusive attention to the sensationally "news-worthy" papal challenge to women to participate more actively in political life. Others simply refused to take the pope's words at their face value, either overlooking them completely, or dismissing them as "florid oratory." A few presumed he was really talking about the traditional religious state.

Actually, however, the words of the pope were clear-cut. He contrasted the vocation of those "young girls and women who willingly renounce matrimony in order to consecrate themselves to a higher life of contemplation, sacrifice, and charity," with that of "the young Catholic girl . . . who remains unmarried perforce . . . and in the exclusion of matrimony . . . recognizes her vocation."<sup>1</sup> The distinction is clear.

Later in his speech, as if to reassure us that he was not merely using the word "vocation" in a secondary meaning to encourage his hearers, the Holy Father offered a distinct challenge to those women "on whom unavoidable circumstances bestowed a *mysterious vocation*, whom events destined to a solitude which was not in their thoughts or desires. . . ."<sup>2</sup>

## Gradual Development

In this speech the Pope did not put up the single state outside the religious life as something at which to aim. He seemed to consider the numerical increase of single women the result, mainly, of the calamitous circumstances of modern times. Previous to this, he had usually spoken of woman's vocation in such words as: "Her natural instinct assigned to her the family, if she chose it, or if for the love of Christ she preferred, the state of consecrated virginity."<sup>3</sup>

He based his teaching of the "single vocation" on a tripod composed of two facets of human experience and one traditional Christian belief. First, the number of unmarried women continued to mount with no fore-

seeable slowing down. Second, a vast apostolate lay challenging, beyond the possibility of those in the religious or married states. Third, behind all human happenings moved the Hand of a Provident Father who took care even of the martins and the marlins and, with much more love, his human children.

As the late Holy Father's references to the subject grew more numerous, the negative, almost reluctant, aspect of his first message gave way to a more full picture. The second milepost was his approval of lay institutes. In these societies the members bind themselves by a private vow, oath, or consecration, to strive for perfection by practicing the evangelical counsels and by carrying on some form of the apostolate in lay society.

The culminating road-marker was the masterful encyclical, *Sacra Virginitas*. In this the Holy Father recalled the tradition that true Christian virginity ranks first among the states in life. Not everyone who retains physical inviolacy, however, reaches this high estate. Some people, the Holy Father mentioned, might attempt a life of virginity for inferior reasons. Such are selfishness or a mistaken notion of the married state.

True Christian virginity has for its primary purpose to concentrate on the divine, to turn to God in everything, to consecrate body and soul to Him without reserve. Thus "true virginity" combines physical inviolacy with dedication of life to God.

This, in brief compass, is the progression of the pope's teaching.

## Secular World Says "No"

The secular world in which the unmarried woman lives, however, does not share her late Holy Father's high appreciation of her state. Few Americans have studied the male-female relationships in today's world more thoroughly than anthropologist Margaret Mead. Her conclusion attests society's attitude: "The only acceptable pattern in American Life is marriage. . . . There are no really acceptable alternatives."<sup>4</sup>

The average Catholic, likewise, has scarcely come to accept the single state. The recognized paths are to him marriage and religious life. Many single women, in fact, complain about the constant insistence of other people that they get married. Mothers and religious counsellors seemed to be the major critics of their status.



Father Faherty is director of the youth department at the National Sodality Service Center. Besides being editor of *Youth Moderator*, he is contributing editor of *Direction* and *The Queen's Work*. His teaching experience covered three years at Campion Jesuit H.S., six summers at St. Louis University, and eight years at Regis College, Denver, Col. He holds a doctor's degree in history from St. Louis University. He is the author of *The Destiny of Modern Woman*; the article, "Women in Papal Teaching," in the supplement to *The Catholic Encyclopedia*; and many stories, articles, and columns.

<sup>1</sup> Pius XII, *Woman's Duties in Social and Political Life*, (New York: Paulist Press, 1945), pp. 7-8.

<sup>2</sup> *Ibid.*, p. 15.

<sup>3</sup> *Acta Apostolicae Sedis*, XXXV (May 1943), 136.

<sup>4</sup> Margaret Mead, "She Has Strength Based on a Pioneer Past," in *Life*, Vol. 41, No. 26, (Dec. 24, 1956), p. 27.



## Implications for Educators

These teachings of the late Holy Father in the face of a hostile secular attitude of mind have important implications in the education of Catholic young women. Our excellent collegiate marriage courses usually forestall the choice of the single vocation for wrong motives stemming from an unChristian fear of sex. Few Catholic young women, further, choose the single state to pursue a secularistic career.

That leaves two groups of prospective single women of concern here: those who choose the single state to dedicate their lives to God or to perform an altruistic service; and those who by force of circumstances remain unmarried.

More and more single women are choosing the single state in lay life, some as members of secular institutes, others as individuals. An explanation of the secular institute should be an accepted part of our vocational instruction, with adequate informational material available.<sup>5</sup> The secular institute must be presented as a distinct and honored form of life in itself, especially adapted to modern conditions, and not as a watered-down religious state.

Counsellors must foster a sympathetic appreciation of the high ideals of young women who are dedicating themselves as individuals in the lay state. A variety of noble reasons may motivate these young women, quite often the demands of the apostolate to which they feel God calls them. Naturally counsellors will not recommend this status for a large number of young women; but they will be ready to guide those making such a choice.

The number of Catholic women who remain unmarried by force of circumstances is not so great as was thought a few years ago. Studies have shown that the percentage approximates the national average.<sup>6</sup>

Still the possibility of unwanted permanence in the single state must be faced in the preparation of our young women. Even those who feel a call to the cloister or already wear engagement rings must have sound ideas on this matter. Just as a young woman with a wrong attitude toward marriage cannot seek the cloister as an escape hatch, so a "marriage-at-any cost" attitude, which leads to hasty and ill conceived matrimonial unions, must be checked.

To help toward this goal, a counsellor must have filed away in the back of his mind a few facts about sources of satisfaction in the single state. When the present writer found such facts hard to find, he set about to make them available. He undertook a study by questionnaire and personal interview of a representative group of Catholic women who had found a sense of well-being in the single state. This study suggests certain areas for extensive discussion and further

exploration, and gives norms for guidance and counselling.

## Sociological Survey

In achieving their sense of satisfaction, these women listed a healthy bank account as a minor factor except insofar as the possession of a reasonable amount of money worked against worry over future security. Recreational interests likewise were a secondary factor. Hobbies did not receive the high rating they have had in secular studies of this kind. Non-religious organizations contributed to well-being in about the same degree as hobbies.

Friendships played a greater part in the achievement of well-being. These friendships grew out of similar cultural, religious, and recreational interests.

Work was a major factor in the life-satisfaction of single women. Sometimes their associates in the work helped them achieve a satisfying life. Sometimes it was the challenge of the work, sometimes the success they had in it, sometimes, too, the salary. More often it was the nature of the work itself. There seemed, incidentally, to be no fixed correlation between the type of work and the happiness enjoyed therein. These women found happiness in a wide variety of occupations depending upon their own interests and experience.

## Family Ties and Religious Factors

Their family was a sharply contrasting but important consideration. Nephews and nieces offered occasional companionship and an opportunity to bestow love and affection. The presence or nearness of their own family prevented loneliness and gave a sense of security to single women. Many single women lived in the ancestral home and spoke of its advantages.

Some family ties, on the other hand, were so binding that single women never had a chance to lead their own lives. Often too, many complained that other members of the family constantly chided them for being single. The relationship of the single woman with her own family, therefore, must be given careful and broad attention.

Religious factors predominated in the achievement of well-being. Not only did single women rate religion primary in itself but they interwove it with many of the other factors. The organizations they participated in and their recreational activities often had a church connection. The friendships were frequently with those of similar religious interests.

Many individual women stated openly that their sense of well-being stemmed directly from the realization that the single state was what God willed for them. They achieved happiness once they recognized God's hand in the state in life in which they found themselves. Many, finally, recommended the following of a systematic "way of life," as taught in a Third Order, Sodality, or other society.

(Continued on page 64)

<sup>5</sup> A fine guide to secular institutes is *Apostolic Sanctity in the World*, edited by Joseph E. Haley, C.S.C., (Notre Dame: University of Notre Dame Press, 1957).

<sup>6</sup> John Thomas, "Catholic College Spinsters?" in *Social Order*, (Oct. 1952), pp. 357 ff.

# Swiss Offer Philosophy in High School

TO INCLUDE PHILOSOPHY in the curriculum of high school<sup>1</sup> is one of the main problems of Swiss high school education. The "Konferenz der schweizerischen Gymnasial-Rektoren" (Convention of Swiss High School Headmasters) as well as the "Verein Schweizerischer Gymnasiallehrer" (Association of Swiss High School Teachers) have in the past fifteen years repeatedly gone into this matter and in various resolutions supported the postulate and affirmed its urgency. Yet at most high schools very little headway has so far been made in satisfying this demand. An exception to the rule are the Catholic high schools which, looking back on a century-old tradition of philosophical teaching, complete the curriculum of the two last forms by a 5-6 hours per week course of philosophy.

The great divergencies of the Swiss high schools are very difficult to understand for any foreigner. Why should such demands, if they are well founded, not be immediately answered by order of the Minister of Education? This is where the difficulties of the Swiss school system arise. Switzerland is not a centralized but a federal state, the Confederation formed by 25 cantons. While modern life has largely abated cantonal sovereignty as to legislation, army, administration, etc., the different cantons retain full powers regarding the schools. Instead of one minister of education there are 25 cantonal directors and 25 cantonal school laws take the place of a federal ruling. To the foreigner these conditions are disturbing, incomprehensible, "impossible." And yet it is this cantonal school autonomy that helps to guarantee the peace of the country. Only on this basis of a far reaching independence can the different part of the country belonging to different cultures live together. For Switzerland's structure as to languages, culture, politics, and religion is far from uniform. Four languages (German 72%, French 21%, Italian 6%, Romansch 1%), two confessions of faith (Protestants 58%, Catholics 41%), three leading political parties of approximately equal

strength (Conservatives, Liberals, Socialists) and a very diversified and often contradictory local history render any cultural centralism impossible. The Swiss school system therefore is a most colorful mosaic even today. Mutual understanding is reached by exchange of ideas on the platform of the above mentioned groups of experts.

## Basic Law Outlines Scope

Despite these facts to be considered there exists a general *basic law* that outlines the scope of the Swiss high schools, it is the "Eidgenössische Maturitätsreglement" (Swiss Federal Rule on the Matriculation Certificate) of 1925. From a strictly legal point of view it applies to the candidates for the federal medical examinations and the students at the Swiss Federal Institute of Technology only. De facto, however, it largely determines the entire high school system while leaving an ample margin for the individual and local character of the different schools. Not one Swiss high school has exactly the same structure as the other.

The Federal Rule recognizes three types of high school the graduates of which having won the matriculation certificate may continue their studies at any university:

- (1) Type A: Classical languages (Latin and Greek)
- (2) Type B: Modern languages (Latin and 2 modern languages, French and English or Italian)
- (3) Type C: Mathematics—natural science (2 modern languages, special emphasis on mathematical-physical studies).

Each type of matriculation certificate involves eleven different examinations. Type A includes Latin, Greek, German, French, mathematics, physics, chemistry, natural science, history, geography, and drawing. For all three certificates philosophy does not figure as examination subject. In the Catholic cantons alone a cantonal ruling recognizes philosophy as twelfth matriculation subject, it is even compulsory in some cantons.<sup>2</sup>

## A Lack

However, the absence of philosophical training (even without examinations) is today largely considered a lack in education. The Swiss high school as such wants to avoid deteriorating to nothing but propaedeutic vocational schools, i.e., for technology, commerce, natural science, teaching etc.; on the contrary, it still upholds the humanistic ideal of a general education on a broad basis. But speaking of general education one asks oneself whether there is such an

Father Ludwig Raber of the Abbey of Einsiedeln, Switzerland, has been headmaster of the Stiftsschule Einsiedeln since 1951. He teaches philosophy at the College of Einsiedeln. He is author of several works in German and French, and has contributed to several periodicals, having also been editor for seven years of *Maria Einsiedeln*. President of a commission to study modern school types, he travelled in 1954 and 1956 to English colleges and in 1959 to German high schools. After attending grammar school in his native town, Kussnacht, he attended high school in Einsiedeln, the University of Louvain for a doctorate in philosophy, and the University of Vienna.



education without an inner understanding of the fundamental questions of philosophy, without that "inquietude philosophique" as has been so rightly said? The answer is no. In all fields of science one is becoming more and more aware of the fact that the positivistic "faith" in "pure science" was a mistake. All branches of scientific knowledge root in ultimate philosophical conceptions (axioms, etc.). This applies to the technical and physical professions as well. Switzerland also suffers from a lack of young engineers and technicians. The shortage of engineering school graduates is said to be 400 a year. Yet the Swiss high schools do not feel authorized to cut preliminary training, the educational basis of future technical and commercial executives. The responsible school authorities tend rather to give future engineers a more profound spiritual and human (ethical) training so as to equip them for the responsible positions they will hold. High school headmasters agree that training in most schools preparing for the technical-physical certificate type C, in particular, is too specialized with too much emphasis on mathematics.<sup>3</sup> Should not the technical-physical professions above all require an absorbing spiritual and philosophical study of the subjects to prevent man from becoming but a senseless "functionary" in a technical world which for lack of understanding is beyond his control? The same may be said of the social, political, and artistic fields. Spiritual and philosophical absorption alone saves the Western world from being overrun by the totalitarian Eastern ideologies and protects it against the temptations of its own materialistic boom.

### Views of High School Representatives

To prove these contentions we quote passages from works by prominent high school representatives. In a 1948 committee report of the Convention of Swiss High School Headmasters we read:

The neutral high school has largely scratched philosophy from the curriculum. The reasons for this are well known: in the first place one fears the consequences of a one-sided influence on the pupils . . . For the neutral high school does not wish to shape a definite concept of the world. On the other hand one cannot overlook the fact that high school should provide the elements necessary for the individual to arrive at a certain conception of the world. This should be beyond discussion. Much as other subjects may contribute to this end, concentrated, fundamental study of the questions of being and of human conduct answers the immediate needs of the older pupil in such a way that it should be included in the curriculum of the upper high school forms.<sup>4</sup>

Similarly, the Commission "High School—University" (a research committee appointed by the central associations of Swiss university professors and high school teachers) reporting on its activities in 1955 passed the following resolutions:<sup>5</sup>

1. To organize compulsory philosophy classes in the upper high school form or forms.
2. In these classes to aim at a more complete understanding of human nature and of the individuality of man (action, knowledge, expression).
3. To achieve this by means of thought, reasoning and expression, starting preferably from the subjects of the different classes.
4. The subject to be problems of the theory of knowledge and action, seen from the point of view of human nature.
5. To give annual marks for these classes (no examinations).

### Adequate Teacher Preparation

Such philosophy classes, however, require adequate training of high school teachers. Consequently, the same report stipulated the following university training for high school teachers:

The curriculum should include an introduction to the problems of knowledge, applied to the physical and psychical sciences, general notions of the history of science and its methods, a certain philosophical vocabulary, an introduction to the problems of philosophy in general and of ethics of knowledge and action. It presupposes certain precise ideas of the history of philosophy. Practical work such as selecting suitable texts and applying them to class work, research etc. could further be concluded.<sup>6</sup>

Finally, the Convention of Swiss High School Headmasters in 1956 agreed with its President Pierre Ramseyer: ". . . that philosophy should be taught in all types of high school; that the fundamental philosophical questions be raised and that the pupils be initiated to and trained in philosophical reflection, systematic history of philosophy deliberately set aside; that classes be governed by a philosophical spirit."<sup>7</sup>

### Are Demands Being Satisfied?

How far have these demands been satisfied to date? The periodical "Gymnasium Helveticum" (8, 1954, p. 143-149) gives a synoptic survey of "Philosophy Classes at Swiss High Schools" as well as a list of pertinent literature. The situation is the following:

(a) All sixteen Catholic high schools (boys) include philosophy classes (4-6 hours per week) in the curriculum of the two upper forms. They are thought of as introduction to philosophical systematics with the view of giving at least a survey of the essential disciplines: logic, ontology, cosmology, psychology, criteriology, theodicy, general ethics and special ethics connected with philosophy of law, state, and religion. Some schools furthermore offer an abridged survey of history of philosophy. In their general conception these classes follow the critical realism of Aristotelian-Thomistic philosophy and complete high school studies in a decisive way.

(b) The situation is somewhat different in the neutral state high schools (approximately 35). Here tradition is missing and philosophy classes cannot be



based on a definite philosophical system. On the contrary, a teacher must be very careful not to interpret any specific world concept as a binding "objective" doctrine. He must always be guided by respect for the freedom of thought. Furthermore, the teacher has but 2-3 hours a week (1-2 years) at his disposal, in some schools 1 hour per week only. This is why the curriculum of these schools does not include philosophical systematics. Mostly, classes are restricted to a brief introduction to the theory of knowledge, psychology, and ethics. In the high schools of the French speaking part of the country where the philosophical tradition of the Middle Ages is much more alive logic and methodology of science are equally taught. In the German part of Switzerland various schools are satisfied with reading some classical texts the explanation of which should lead to the fundamental philosophical problems. Mention must finally be made of schools and teachers who reject philosophy as a special high school subject while advocating "philosophical penetration of all subjects."

### Further Expansion Seen

In conclusion we must say that the solutions found up to the present—except for the catholic schools—mark but a first tentative beginning. As a whole, however, the experiment may be seen as a positive achievement, and future development will no doubt be in the direction of a further expansion of philosophy classes.

The author who has been teaching philosophy in a catholic school for thirteen years can attest that his pupils give proof of greatest zeal and fervor in their philosophical studies. Former pupils, in particular, are unanimous in acknowledging the eminent value of such training; and even the Swiss universities have repeatedly stressed that graduates of high schools with facilities for philosophical study are more mature than those lacking all philosophical training. The author himself has more than once had the occasion to notice that the pupils of 18 to 21 (only very few get their matriculation certificate and actually go to the university before the age of 20) are quite prepared for the philosophical questions and tackle the important theoretical and practical problems of human existence with truly metaphysical ardor. Would not Plato also be content?

<sup>1</sup> The Swiss high school, comparable to grammar school, is called "Gymnasium." It follows 4-6 years of elementary school and in 6½-8 years prepares for the matriculation certificate which gives access to the universities and the Federal Institute of Technology.

<sup>2</sup> The age of high school graduates averages 19-20.

<sup>3</sup> L. Räber: *Unsere Mittelschulen und die technisch-naturwissenschaftlichen Berufe Civitas*, 14 (1959) 312-323 (Swiss Students' Ass. Monthly).

<sup>4</sup> *Gegenwartsfragen des Gymnasiums*, Aarau (Sauerländer) 1948 p. 58 ff.

<sup>5</sup> *Rapport de la Commission Gymnase-Université, Gymnasium Helveticum*, Aarau, 9 (1955), p. 248 ff.

<sup>6</sup> *Gymnasium Helveticum*, 9 (1955) 248.

<sup>7</sup> *Procès-verbal de la Conférence des Directeurs de Gymnases Suisses*, 1956/57, p. 42.

### Nurturing Giants of Letters

(Continued from page 59)

count for self-conscious and creditable artistry in a generation of writers familiar with the literature of America's and England's recent past. But should there come to be produced numerous poems, plays, and novels bearing unconsciously a Catholic philosophy of life, then the presence of purely religious stimuli will automatically be denoted. Richness of heritage and even aptness of expression are not completely sufficient to the production of great literature, and certainly not religious literature. Classroom theology and parish liturgicalism would, in fact, remain in their respective niches forever unless humanized through absorption into individual personalities great enough to be at once religio-cultural symbols and spiritual catalysts. Fortunately Catholicism here has been vitalized by the spirits of Jacques and Raissa Maritain and several other great teachers, both religious and lay. It has known the heroic charity of Dorothy Day and the determined intellectualism of press man Donald McDonald and the whole group of *Commonweal* writers. It has had Thomas Merton to describe, among other things, the function of the serious Catholic writer in a society, and at the same time it has witnessed some of the finest writers of modern Europe in the act of performing that function with single-minded dedication.

Summarily then, if the rise of a few outstanding young poets foreshadows, as we would like to think it does, bigger things to come, then as Catholics we can be thankful that height and breadth of spiritual stature were not unknown in our day. It would indeed be a fitting and happy event if a race of giants were now to rise where tall men have trod before.

### Some Choose the Single Vocation

(Continued from page 61)

Catholic educators, in conclusion, have for the most part, always explained the religious vocation well. In recent years marriage preparation courses have steadily improved and expanded. A greater attention in the future to the existence and implications of the "third vocation" would complete our excellent programs of life preparation. This does not imply the addition of a new course, but a new emphasis in all life preparatory courses and in the guidance of young women.

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# Teacher to Teacher

## ...in Brief

### Kits Add New Dimension In Science Teaching

By Louis W. Kleinman

HOW DOES ONE TEACH SCIENCE to the bright and the gifted children? Perhaps you are one of the lucky elite, the happy and proud possessor of an entire class of these gifted students. More than likely, you have only one or two really sharp ones in your class. These few can be a joy in the class because they are so stimulating, but they can also be a problem because they are so stimulated.

What can we do when these bright ones are ready to run miles ahead of their less gifted classmates? Is there some common denominator in science instruction which fits the normal and the bright child? How can we satisfy curiosity, develop powers of observation and the ability to draw conclusions among these youngsters with such different interests and intellectual skills?

One answer, of course, lies in an approach which every good teacher has used, enrichment by stimulating the pupil to "do it yourself."

The goal of all good science teaching, or, for that matter, of *all* teaching, is to motivate, to stimulate, to activate, and then to have the pupil "do it yourself."

But this takes time; it takes funds; it requires space, equipment, special skills on the part of the teachers. And where is one supposed to find all these? And once one has found them, can one still appeal to the gifted and the normal ones in the same breath? And if so, how?

#### An Answer Lies in Kits

One answer lies in the "science kit." We teachers have been somewhat critical of the use of kits in teaching science. Yet there is nothing inherent in the nature of kits which makes them bad. Quite the reverse! If we wish to teach science, we need materials with which to experiment. The trick is to find materials which do not require a great deal of manual dexterity to handle, which highlight principles, and, most important of all, which lead children to ask questions.

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## Teacher to Teacher—In Brief

(Continued from preceding page)

Kits are usually not creative, per se, but they can arm children with an understanding of principles with which they can proceed to be creative. The end of a good experiment can be the beginning of another, especially for a more gifted youngster.

### Planned by Educators

Every day new kits are appearing on the shelves of scientific supply centers, department stores, and even toy shops. These kits are planned by educators and manufactured by business men who are concerned with the intellectual growth of children as well as with making profits from their businesses.

These science teaching devices span all age groups, all grades, and different levels of interest and understanding. They are things to make, things to do, things to operate, things to draw, things to put together, things to experiment with—in short, teaching and learning aids which depend upon the pupil's doing something, observing results, and then drawing conclusions.

### Diversity of Materials

As an illustration of the diversity of materials available for use by pupils in the form of kits, here is a partial and necessarily fragmentary list of kits: Battery; Bird; Conservation; Growing Plants; Hydroelectric Dam; Magnetism; Pumps; Radiation Detection; Static Electricity; Water Treatment; and a Weather Kit.

Many of these kits cost just a few dollars, and even a small school system can afford to provide a number of these for each school. If enough are available, a class can be divided into small groups with a kit for each group. The teacher can arrange these groups just as she would for reading or arithmetic, that is, by placing together those pupils of similar interest, intelligence, and achievement.

Louis W. Kleinman is the Coordinator of the High School of the Air (for shut-ins) in New York City. He has taught science in junior and senior high schools, and has broadcast many elementary science programs on both radio and television for the Board of Education of New York City.

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## Teacher to Teacher—In Brief

(Continued from page 68)

### Let Us Be Specific

Let us be concrete. Let us select a school system, a teacher, a class, and a kit. The school system is that of a medium sized city; the class is an "average" fifth grade class with I.Q.'s ranging largely from 90 to 115. The teacher is an experienced elementary school teacher, has taught science, but does not con-

sider herself to be a "science specialist."

The school has provided this teacher with five "Magnetism Kits."\* Each one contains several different magnets, dry cells, a compass, iron filings, some bell wire, etc. Instructions for the teacher and student worksheets are included in each kit. (A word about these teacher and pupil study guides.

\* Manufactured by Product Design Co. of Redwood City, Calif.

They are prepared by an advisory committee of distinguished educators in the field of science. The guides provide remarkably clear directions and still allow for individual experimentation by the more perceptive children. These study guides can also be used as source materials for students who are seeking ideas for projects for school science fairs.)

With these kits, the teacher can lead the pupils to find out for themselves: What are magnets made of? What kind of objects are attracted by magnets? What kind of objects are not attracted? How can magnets be made? How can magnets repel each other? What is a magnetic field? What is a compass and how does it work?

### For the Brighter Pupils

With the same kit, the brighter youngsters can go far beyond these problems. For example, they can find out: How coils are like magnets. How you can make strong and weak electromagnets. How electromagnets can be de-magnetized. The nature of the field around a wire carrying current. How magnets are used in motors. How magnets are used in generators.

### Economies

It is true that the same materials found in a kit could often be purchased separately by a school system and placed in the hands of teachers. But the savings we hope to make may often be elusive. Purchasing, assembly, and packaging are very time consuming, and, in small quantities, the savings may be negligible. Furthermore, even the above-average teacher has an extraordinarily difficult time trying to assemble the materials and providing the kind of guidance which children need in this kind of experience. So, in the end, it is probably cheaper and certainly more effective to purchase the kits, rather than the separate materials.

The kit is definitely one answer for the teacher who is faced with the task of stimulating children of different capacities. Each child can use the materials at his own level, and he does not hurry or retard the child next to him. The individual can really proceed at his own pace.

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a great number of kits which have been used to add interest and excitement to science teaching. I have seen pupils' eyes light up as they started work on a hydroelectric dam kit, and their work led to all kinds of additional research, not only in science, but in social studies and language arts as well.

I used this same hydroelectric dam on an elementary science television lesson, and the response of the teacher and pupil audience was more than enthusiastic. Believe it or not, even the usually blasé cameraman and studio technicians became excited about the demonstration.

All in all, kits add up to an important new dimension in science teaching.

## How to Increase MISSION VOCATIONS

By George M. Korb

HOW DO THE MORMONS get so many mission vocations while Catholics have so few? The Mormons have at present 2,595 missionaries serving outside North America although their total membership is only about 1,300,000. If Catholics showed the same degree of zeal for propagating our faith, we would have 100,000 missionaries in the field instead of the present total of only 6,200.

The key to Mormon success is that their children are taught from an early age to look forward to going into the world to seek converts. During all the years of religious instruction, it is understood that the child is learning the doctrines of Mormonism not only for his own benefit but also that he will be able to spread it among outsiders.

Can the teachers of religion in

our Catholic schools honestly say that they teach each child with the idea that they are training a future missionary? For all the effort and money that goes into Catholic education, it would seem that the resulting product is pretty passive. He has often absorbed the articles of faith for personal sanctification without thought of the obligation to propagate his belief.

Recently, a bishop speaking of apostolic responsibility said, "There are two types of sin, those of commission and those of omission. In my 32 years as a priest, nobody has ever confessed to me that he had done nothing apostolic since his


last confession." This certainly indicates that a bit more emphasis on the obligation to spread the faith is desirable.

## Never Win Single Convert

A very large percentage of those educated exclusively in Catholic schools go out into the world and never win a single convert. In fact, many never really try. They were trained to support their pastor and to educate their children in the faith, but they are not convinced of what every Mormon child knows—that *all* are called to be missionaries in their own environment, and some

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Mr. Korb is a member of the Association of International Development (AID) of Paterson, N.J., an organization of Catholic Laymen dedicated to render technical assistance abroad. His position is sociologist at Centro de Estudios e Informaciones Sociales, Santiago, Chile. He had previously been a teacher at Clifton Springs (N.Y.) High School, library assistant, New York State Library, junior librarian, N.Y. State Labor Dept., and teacher of English in the Foreign Mission Seminary at Mexico City. Mr. Korb is a graduate of Syracuse University (B.S. in Ed. and B.S. in L.S.). He has an M.S. in sociology from Fordham University, and a third year certificate from the St. Francis Xavier Labor School.

## Teacher to Teacher—In Brief

(Continued from preceding page)

are chosen to proclaim the faith abroad.

Pope John XXIII has expressed this idea very clearly in his recent encyclical on the missions: "Every Christian must be convinced of his fundamental and primary duty of being a witness to the truth in which he believes and to the grace which has transformed him."

God has blessed the United States with a more abundant supply of vo-

cations to the religious life than most other countries have. Perhaps, for this reason, American Catholics sometimes think that evangelism, and even the corporal and spiritual works of mercy, are the exclusive sphere of those with total dedication to God. On the contrary, many jobs now being done by priests and sisters could, and should, be done by laymen.

In the foreign missions, too, there is a sphere that belongs properly to the layman. In Latin America, for example, there is a shortage of

priests. If by some miracle, this problem could be solved, religious life in those countries would still remain at a low level. Poverty would defeat the most strenuous exertions of the clergy to improve moral and religious practice.

The United States has a mighty army of Catholics trained in all branches of technology, and these must be called upon to serve, at least for temporary periods, in underdeveloped countries if real progress is to be made in raising the spiritual level. However, before solidly grounded Catholics will be willing to leave good jobs and familiar surroundings to do this work, they must be made psychologically ready. It is not too early to begin in the first grade.

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## Not Prepared to Solve Material Problems

It should be remembered that it is precisely in these underdeveloped areas that the communists make their greatest effort and have their greatest success. They promise everyone a full stomach and even some comforts of life. They say that all the Catholic missionaries can promise the people is pie in the sky when they die. It seems to the natives that this is true, for the religious alone are poorly prepared to solve all their economic and social problems.

American Catholic youths are not less idealistic than Mormons, Quakers, or others who devote themselves to technical assistance or evangelical work abroad. Nor should they be less fervent than the communists in winning the poor and oppressed. They simply have never been prepared to do the job.

It is time to forsake the Ghetto mentality that sees us as a minority who must concentrate all our efforts on preserving our way of life from the world around us. The Church in America is no longer weak. Even though we are still a minority, we can correctly say that there is no bigger minority. Surely, we have less reason to be timid in proclaiming our faith than such small groups as the Jehovah's Witnesses or the Pentecostals.

## Two Areas Must Supply Missionaries

We should realize that there are

only two small areas, western Europe and the English speaking part of North America, that must supply the bulk of the missionaries. The job is too big for western Europe alone. It is time that American mission efforts were in proportion to our training and numbers.

There must be a change in viewpoint in our schools from the defeatist attitude of simply trying to preserve the faith among American Catholics to a dynamic ideal of propagating this greatest of gifts to the entire world. This means a tremendous expansion of Catholic personnel serving the Church and humanity both at home and abroad. Each parish school should be considered as a house of formation for missionaries where children of five or six are admitted in preparation to obey Christ's commission, "Go, therefore, and make disciples of all nations . . ."

### Many Will Take Next Step

Let us not be confused. While not all are called to the religious life, each and every one has a vocation to be a missionary in his own setting. When that has been made clear, many more will take the next step, going forth to serve the Church full time beyond their native environment. We will move in this direction when catechism is taught not simply as something good for us as individuals but as something too good to keep to ourselves.

### TOO MUCH RELIGION

By David M. Knight, S.J.

IN TWO YEARS of teaching Catholic high-school seniors, I have noticed an argumentative resistance towards religious ideas. Successive classes have challenged the literature text used in senior year—both on the same minor point: "Too much religion, dragged in whenever it can be."

Mr. Knight is a theology student preparing for ordination. He will be returning to teaching. For three years he taught Religion 4 and English 1, 2, and 4 at Jesuit Catholic High School, Tampa, Fla. He has contributed to *America*, *Sacred Heart Messenger*, *The Queen's Work*, *Today*, and *Direction*. He studied at Holy Cross College, Spring Hill College, and Gonzaga University, receiving from the latter an A.B. in the classics and an M.A. in philosophy.

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I don't think the charge is justified. But it has raised a question: Why should our students get such an impression? Partly, of course, the cause lies in a healthy spirit which will challenge the Faith point by point in class so as to be armed to defend it outside of class. In this spirit I think our Catholic students are strong, at least in the South where I happen to have taught, no matter how malleable and placid they may be envisioned to be by some of those innocent of direct

contact with Catholic education.

### Wisdom a Precise Virtue

But perhaps a deeper reason for the above-mentioned impression lies in a widespread neglect on our part to inculcate the virtue of wisdom. We don't hear much of "wisdom" used in its technical sense. Nowadays it is just another word for knowledge, education, or the fruits of experience. But in technical language wisdom is a precise virtue: the habit of seeing all



## Teacher to Teacher—In Brief

(Continued from preceding page)

things in relation to the First Cause, God. We speak here, of course, of the wisdom which is an intellectual virtue and which may be acquired by human effort. Crowned with that incommensurably superior wisdom which is a gift of the Holy Spirit, it must necessarily play an extremely important role in the Christian man's education.

This habit (and gift) of wisdom isn't something strained, something

unnatural to man, forced on him by an exaggerated religious urge. No, if that were so, how explain that its presence in Francis of Assisi, seeing God behind the birds of the air and the beauty of the sun, has endeared that saint to all ages? It is so natural that a poet who felt his contemporaries had lost it was forced to cry out:

—Great God! I'd rather be  
A Pagan suckled in a creed out-  
worn;  
So might I, standing on this pleas-  
ant lea,

Have glimpses that would make me  
less forlorn;  
Have sight of Proteus rising from  
the sea;  
Or hear old Triton blow his  
wreathed horn.

So voiced Wordsworth the hidden hunger that Nature's breasts can never satisfy—the quiet insistence of the mind that Someone is behind nature, and the unfilled longing of the heart to meet that Someone, to know Him better and better, to seek and find Him everywhere. That longing is for Wisdom—for the easy and habitual recognition of the First Cause behind all the creatures that come under our knowledge. Such recognition leads to love, for Wisdom is called in Sacred Scripture "the mother of fair love."

Here, perhaps, is where the children of Marxism are wiser than the children of light. As ex-Communist (now Catholic) Douglas Hyde points out in his *Answer to Communism*, "Marxism claims to have discovered certain laws and processes of nature which run throughout the entire physical universe and to which all matter, including man, is subject." And, having explained the end product of dialectical materialism, he continues: "This reasoning gives the Communist certainty and confidence in the final victory of his cause. The very laws that govern the universe are on his side . . . He is the *conscious* and willing instrument of the historic process." (Emphasis mine). The Communist has a wisdom of sorts—he sees all things in the integrating and inspiring light of *something*, even though that something is a lie.

### Conscious and Willing Instruments

Catholicism has the truth, but Catholics lack the habit of referring all things to it. Catholicism, too, knows of a few laws and processes that run throughout the entire physical (and spiritual) universe: the laws of Christ the King, and the ways of His providence. But, as is evident, not all Catholics make themselves "*conscious and willing instruments*" of that process, the continuing, cooperative process of redemption extended to all mankind—individuals and states, by Christ through His Mystical Body.

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## Extend Our Teaching "Vertically?"

Communism frankly "reforms the entire educational system on the basis of the scientific materialist conception of the world." (From the "Program of the Communist International," quoted in Hyde, *op. cit.*, p. 8.) Why cannot we habitually *extend* our teaching vertically to give a full-length probing of reality, rather than stop short just this side of God as we too often do? Do God's power, influence, and purposes run through the center of history, literature, science, and everything else? Are our students' present study and their later use of these subjects included in the main stream of His redemptive Providence? The answer to both questions is, "Yes." And we know that if we would only advert to the fact and make ourselves "conscious and willing instruments" of that Providence-on-the-march, we might well hope to make our students see that references to God are not tangents but insights, a looking in and not out, a deepening of our vision to include the spiritual and divine elements that underlie the subject matter as well as the physical and human elements that appear on the surface. Certainly, we would need a natural discretion (enlightened from above by the Gift of Counsel) to choose wise means and not by our imprudent zeal to defeat the very end we have in view. But while being prudent, we shouldn't forget to *keep* the end in view.

## Will I Get Total View of Reality?

This full-length insight into reality is most important, of course, in college where the subject matter is deeper and the mind more mature. Yet the common attitude of our students toward attending non-Catholic colleges is based almost entirely on the defensive question: "Can I keep from losing my Faith there?" Why is it so few ask, "Will I get a total view of reality there?" Non-Catholic education can be dangerous, as every Catholic knows, but it is *always* inadequate. Have we neglected to teach these students the importance of wisdom?\*

\* I am repeating here the point made by Newman-club director James J. McGuire, C.S.P., in *America*, 12/4/54, p. 269.

Briefly, God's activity is a factor in every subject we study; can we be fully educated and not include it habitually in our view? God's purposes *are* a motive for everything we do; can we have a full sense of values if we are not inspired by them? When we consider how uninspiring Christianity is to the majority of men—including Catholics—we can well ponder the conse-

quences of neglecting Catholic education on the college level. Can we expect to be wise without effort, or to live full Christian lives without nourishing wisdom?

The world of today is confused, rootless, disoriented, and departmentalized. In this world, says Mr. Hyde, "Communism gives men a sense of direction, a purpose in life, a cause to fight for, an ideal to

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## Teacher to Teacher—In Brief

(Continued from preceding page)

sacrifice for and, if needs be, die for."

And Catholic education—what should it give?

## COURTESY CRUSADE

By Sister Francis Regis, S.S.J.

WHO IS MORE ANNOYING and less welcome in any group than a discourteous individual? On the playground, in school, on public conveyances, in sports, in social gatherings, yes, in every walk of life we find these boorish persons ostracized. This certainly does not contribute to their personal happiness nor to the happiness of the group at large, yet, God made us to be happy here as well as hereafter.

Christian courtesy seems to be a lost art these days and this is inexcusable since it is exemplified in the gospels by every movement of Christ who was the very epitome of gentlemanliness and the Model according to whom we should form ourselves.

### Our Neglect?

Could it be that we teachers are at fault? Could it be that we, who are molding the future Christian men and women of America, are so caught up in the rush of "getting everything in" each day, that we neglect to emphasize the little points of courtesy that become habits only after constant repetition? If so, the fault is certainly not intentional.

We are well aware of the fact that the average classroom teacher in our parochial school system has so many pupils to reach each day and the curriculum is so loaded that, oftentimes, small points in manners are overlooked rather than take time from the other lessons for correction and motivation. There are so many habits to be fostered, it would become quite time consum-

Sister Francis Regis teaches grade six in St. Titus School, Aliquippa, Pa. She has been teaching in elementary school for twenty-three years. A graduate of Mt. Mercy College, Pittsburgh, Pa., she is pursuing graduate studies in theology in summer school at Providence College. Sister has written community vocation booklets.

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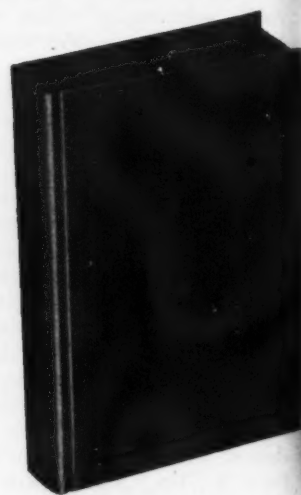
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ing were we to "see" everything.

### Shoulder Added Burden

All things being equal, the bulk of this training should be done in the home, but sad to say, this is not the case in many of our modern homes today. Consequently, we must shoulder the added burden if we wish our children to develop habits which will help them to become happy and accepted members of society.

In view of these circumstances it may be helpful for the teacher to have access to a simple but definite outline for building up courtesy habits in the children. Just as the moral virtues become part and parcel of our personalities when we concentrate on them one at a time, overcoming the opposite vice by repeated acts of virtue, so too will the social virtues oft' repeated, become second nature to the children.

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two practices a month from September to May. The last period in May should be carried over into June which is a short month.

**GENERAL THEME: RADIATE CHRIST.**

**MOTTO:** "We serve Christ in serving others."

**MODELS:** Christ, the perfect model of courtesy. Mary, our gracious Queen, the model of kindness and thoughtfulness.

**GENERAL OBJECTIVE:** To make our children more conscious of their great dignity as children of God and to encourage them to act accordingly.

## September, First Period

**MOTTO:** "I will take time to be courteous to all."

**MODEL:** Saint Elizabeth. Saint Elizabeth was a queen but she always found time to be kind and courteous, even to the most lowly of her subjects.

**PRACTICE:** Stop before entering or leaving a room or building to make sure no one else is coming. If a priest, Sister, doctor, nurse, or any adult is coming, step aside, hold the door and allow the older person to pass first. Boys should show this courtesy to girls no matter what age they are. Also wait your turn when entering a bus or street car; crowding and pushing others is dangerous as well as discourteous.

## September, Second Period

**MOTTO:** "Spread happiness by your smile and cheerful greeting."

**MODEL:** St. Philip Neri. St. Philip Neri had a smile and cheerful greeting for everyone he met.

**PRACTICE:** Always recognize and speak to all priests and Sisters no matter where you meet them. Greet your friends at school and elsewhere pleasantly and respectfully. Boys should tip their hats as a part of the greeting saying, "Good morning, Sister," or "Good morning, Miss Green," or "Good morning, Father."

## October, First Period

**MOTTO:** "Order and cleanliness are heaven's first laws."

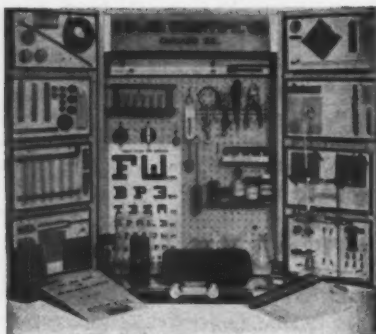
**MODEL:** Saint Martha. It was St. Martha's delight to keep the house neat and clean. She was rewarded by many visits from Christ while He was on earth.

motto, model, and definite objectives and practices for each period it will arouse attention and stimulate the interest of the children. Their constant and rigid check on each other will produce more successful results than any amount of urging on our part.

### Plan Merely Suggestion

This plan is merely a suggestion and the outline may be adapted to individual needs. A chart, a pic-

ture of the saint chosen as model for a given period, or any other visual aid will be most helpful for listing merit points. In the lower grades, colorful pictures and charts, e.g., a large picture of a knight mounted on his charger and surrounded by small, individual shields on which gold stars may be placed to mark the degree of achievement. Besides the general theme, the outline suggests a new motto, model, and practice for each period. There are eighteen periods which provide



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## Teacher to Teacher—In Brief

(Continued from preceding page)

**PRACTICE:** Be alert to the condition of your room, classroom, and the schoolyard. Hang up clothes, pick up papers from the floor, put candy papers and other refuse in the containers provided for them, keep the desks in order even if you are not the cause of the disorder.

### October, Second Period

**MOTTO:** "In being kind to others you are kind to Christ."

**MODEL:** St. Therese of the Child Jesus. St. Therese was always on the alert for an opportunity to help others.

**PRACTICE:** Go out of your way to do a kind act for someone today.

### November, First Period

**MOTTO:** "A Christlike person is respectful in speech."

**MODEL:** St. Francis de Sales. St. Francis was truly a gentleman. His manner of speaking to others was always most gracious and courteous.

**PRACTICE:** In answering older people say, "Yes Father, No Sister, Yes Mrs. Green," or whatever the title may be, instead of just shaking your head and answering, Yeah" and "No."

### November, Second Period

**MOTTO:** "Saying 'thank you' is a little thing but it pays off in big ways."

**MODEL:** St. Mary Magdalene. After her conversion, St. Mary Magdalene spent the rest of her life thanking God for forgiving her sins.

**PRACTICE:** Thank your parents, brothers, sisters, teachers, and companions for the things they do for you. Thank Mother for mending and pressing your clothes; thank Dad for making the garden, for painting and fixing up; thank your teacher for decorating the classroom and for the extra help she gives you; thank your companions for every little act of kindness and, most of all, thank God daily for all His gifts. Remember, being grateful is a sign of nobility of character; only the ignorant are ungrateful. Make every day "Thanksgiving Day."

(To be continued)

(Continued on page 81)

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## Teacher to Teacher—In Brief

(Continued from page 78)

### Tee Off on Graphs

By Mrs. Doris Doyle, M.Ed.

HAVE YOU EVER had trouble in your mathematics classes teaching a pupil how to plot the pesky things? You are familiar with peg board (available in any building supply company outlet). This makes a beautiful "out-in-orbit" graph board. Have a yard square portion cut; paint it white; draw well-defined vertical and horizontal axes in black poster paint. What can be used for plotting points? Golf tees, yes, and in pretty colors! We choose red plastic ones, because they are vibrant. It is a great deal of fun to poke the tees into the peg board and discover experimentally that a first degree equation really does "come out" in a straight line.

### Curved Line Graphs

Then, we tried second degree equations, which produce curved line graphs. These are usually taught in second year algebra, but we had some fine students who were interested in working with the more difficult equations. The mentally able pupils figured out the tables for plane-curved figures and the physically able had fun helping to plot the curves. There was cooperation in this learning process. Try it. You will have fun, and learning! Good Luck!

Mrs. Doyle teaches algebra and is ninth grade counselor at Kinlock Junior High School, Miami, Fla. She taught math and science in New Hampshire and Connecticut during World War II, moving to Miami in 1947 to teach and continue guidance work in high school, first, and then junior high. "Junior high is a greater challenge," she states. Mrs. Doyle graduated from American International College, Springfield, Mass. She earned an M.Ed. degree at Barry College, Miami Shores, Fla.

### POSITIVE CITIZENSHIP

By Sister Maura, R.S.M.

WE WHO LOVE Mother Church Catholic and Mother Country America can with good conscience freely and fully accept the doctrinal teaching of the Church as it relates to the inherent rights and concom-

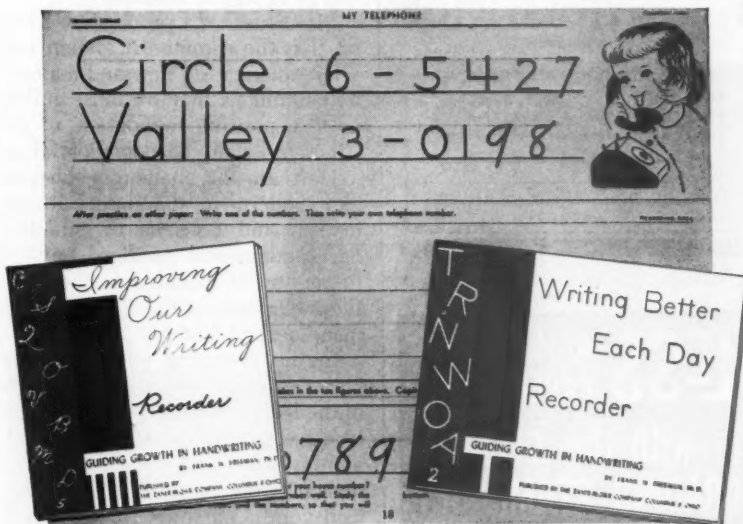
itant duties of citizenship. From Scripture and Tradition they are derived and have been efficaciously supported by emphatic utterances of successive Popes. The basic tenet is that all men obey the will of God when they obey the just commands of civil power.

Strangely though, even from the time of our Lord unto the present, no accusation has been so persistently made against Catholics than that they cannot be faithful Catholics and lovingly loyal to their country at the same time. How ab-

surd and offensive to truth. With our plenteous texts and biblical authority we can speak with an authentic didacticism that will inculcate a loyalty with a sacred substrata of civic allegiance. Then, in school and classes, let us press down and firm this foundation with divine sanction. There is a vitalizing glory and pride in the possession of citizenship that is truly spiritual in nature.

Further, it has been charged and found true in the exposed evidence that a minimal number of men in

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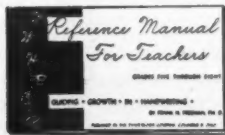
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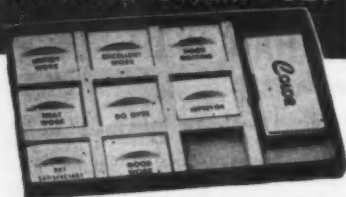
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## Teacher to Teacher—In Brief

(Continued from preceding page)

the Armed Services traded this glory for tawdry favors from an enemy captor as told by Eugene Kinkead *In Every War But One*. The nation has been shamed by the proneness to soften and give in the line of combat during the Korean conflict.

"Why, what is the matter?" is the response of Americans to this appallingly ugly fact. "Weren't they trained properly in school or in the camps?" Well, the Armed Services can only train where there exists the capability of being trained.

### Foundation of Instinctive Loyalty

Mr. Kruschev's propaganda toss-off that the communist system will bury America is a new and malevolent summons that we must nullify with a positive foundation of instinctive loyalty that cannot falter.

Here are the challenges—historic and modern—to stimulate Catholic leaders and teachers to intensify our fundamental position. Loyalty to country is included in the positive obligation of the Fourth Commandment of God.

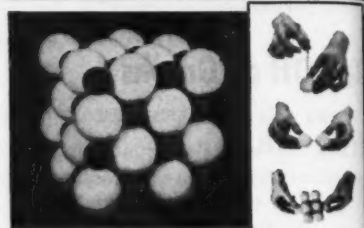
In the sweeping vitality of the Old Testament strong verses speak of the love of God and love of country as virtues pleasing to God. Numerous indeed are they. And in their reading and study every American youth can store up within his breast conceptions that will later supply titanic force in his choices for country.

### Direction for Faint-Hearted

In "Courage in War," which is chapter twenty in the Book of Deuteronomy, the holy writer exhorts men to seek first an honorable peace. When terms of peace are refused then men are told not to be weak hearted or frightened for the Lord God will go with them and give them victory. The faint-hearted are told to return home lest they influence their fellows. It is used without apology, this direction for the faint-hearted. The officials in biblical times did not want them, and neither do the officials in modern times. Let our students and men be made aware of that.

The same chapter twenty speaks clearly to the valiant who purpose

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to endure the heat of the battle. God will go with them, and sustain them, and give them the victory. Surely in days beset by fears and threats it is good to have such positivism, based upon God's promises. For courage is like love; ever old and ever new.

### Alert with Moral Trust

In the Third Book of Kings, chapter three, Solomon asks God for wisdom to discern between good and evil. God being pleased granted his request. While Solomon served and trusted in God his nation was strong and blessed. But when he turned from God he was rended and divided by its enemies. Let us assert this great principle as the goal for the future of America. Not the most deadly or swift ICBM can conquer a man who has a soul alert with moral trust. That is identifying loyalty with religion. It is a highly desired end, and truly American.

All through the Psalms there is guidance for the distressed, especially for the prisoner. Repeated invocations for deliverance from foes and adversaries occur. Men and women who carry these texts in their memory will repel any temptation to disloyalty as immediately as a virtuous person repels any insult to chastity. Patriotism is not to be tampered or trifled with. This attitude is surely good to develop as a mental and moral outlook for loyalty.

### Norm for Conduct

Let us continue to dip into the treasures of our faith and doctrine to teach respect, support, and love of country. Our people need not turn about to find a norm for conduct. In the Acts of the Apostles 22: 22, Saint Paul and the Roman tribune engage in a discussion of the prerogatives of citizenship and its privileges. The tribune cherishes his citizenship because he obtained it at a great price. Saint Paul answers that he is a citizen by birth. Thereupon he is exempt from further procedures of the centurion at the order of the tribune. Let us read this and make the eyes of our military potential glisten with a like glory that Paul had. Calmly and dignifiedly they can carry their treasure. Let them meditate on the generations of dead patriots and maimed survivors

who have delivered this inalienable right to us: the frozen blood on the hills of Valley Forge, or the wracked lungs from the mustard gas in the Argonne Forest, or the flames of fire coming down over Normandy Beach. Let us recall the gagged and bound prisoners shot from behind by communist captors in Korea. Then we know the cost of being a free American.

The thought of a great war in this era is unthinkable and abhorrent, but the technological cold war continues with its stress on armaments. Stronger defense systems are being

urged; stronger and stronger science research is considered absolutely essential to our preservation. There must be leadership to show a secure peace for all the labors of this effort. This will be done, not with platitudes that nauseate sincere citizens, but with the solidifying of ideals of service to fellow men.

### The Spiritual Basis

However, our way of life with its planning for maximum personal comfort and convenience does not foster such stark dedication. And

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## Teacher to Teacher—In Brief

(Continued from preceding page)

this points the necessity for the spiritual basis of America's survival built on the religious training of youth. "It is in this that nations take new strength" (Isaiah 41: 1). For the will and soul are ever the support of nerves and muscle. We can hope that the man who falls into a captor's hands will reject to the uttermost any allurements or enticement or fear that could make of him a collaborator with an enemy of his country. He would call it sin and fear its eternal consequences. This reality of sin can make America invulnerable with the strength of God.

Let us bruit it about to our critics and enemies that for the Catholic segment of our population it can be confidently stated, "Their heart is

with the leaders of the people . . . and not with its enemies." (Judges 5: 9). It is trite to recall that whatever secrets of the universe man may penetrate or whatever scientific discoveries may be given to our times it is in the hands and minds of men they will lodge for application and use. These men must have moral integrity and a sense of eternal responsibility for the service they give to God and His creation with it. Let us teach to make it a votive offering for a blessing on our land and our people. This is not too grandiose or too elusive a concept to present to our students for civic living in maturity. It is always most effective to appeal to the highest motive for optimum results. It could be a fact—as has been charged—that we have scaled down our demands or expectations to a miserable minimum. (Continued on page 111)

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# Book Reviews

**Our Country:** A fifth grade social studies textbook for Catholic schools.  
By Vincent P. De Santis, Ph.D., et al. (Follett Publishing Company, 1960; pages 400; price \$3.24).

Nothing has been omitted to make this self-contained text a delightful teaching tool. Graphic diagrams, beautiful illustrations and numerous photographs are found on every page. This book is intended as a fifth grade text and includes all of the social studies—geography, history, political science, economics and sociology, permeated with Catholic philosophy and presented in an attractive and understandable form.

In addition to the numerous maps, sufficiently detailed but not cluttered, spaced conveniently throughout the text, there is an atlas containing colored maps of the world and of the Western Hemisphere, and also such useful tools as rainfall, population and product maps, and an illustrated dictionary of geographical words.

This text contains the outlines of history and geography of our nation beginning with Old-World backgrounds and continuing to the United States of today and tomorrow. Besides presenting a knowledge of the principal events of our nation's history, the major facts about its geography, and an appreciation of its great heritage, it is designed to foster the skills necessary for the learning of the social studies, and to inculcate Christian attitudes. Among these latter are an appreciation of the beauty and order of God's world, of the natural resources He has put into our country, and of the interdependence and the necessity of cooperation among the peoples of the world. All of these concepts are couched in clearly understandable terms.

To test comprehension, check-up questions are spaced every few pages, and at the end of each of the thirteen units is found a review and discussion guide, with suggestions for skill development and a list of books and recordings to enjoy. Ample provision is here made for individual differences.

This is truly a text to delight teachers and pupils alike.

(Note: This book is the second of a series to be published, the first being the third grade text, *Working Together*. To appear soon are the fourth grade text, *Regions Near and Far*, and *Europe and Asia*, intended for grade six. At a later date will appear the text for grade seven, *Latin America, Canada, Africa and Australia*.)

SISTER M. AURILLA, S.S.J.  
St. James School, 238 Hazelhurst,  
Ferndale 20, Michigan

**The Forty-Ninth Star.** By Alma Savage, illus. by Rus Anderson (Benziger Bros., Inc., pages 180; price \$2).

For those who want "elbow room" and who feel the surge of pioneer blood challenging them, let them accept the call of our most northern state, Alaska. There too, they will find the Catholic Church well planted and waiting for them. *The Forty-Ninth Star* is account of the valiant and saintly missionaries who helped to establish the Church there.

In order to get an idea of the mettle of these explorer-missionaries and the perseverance needed to accomplish what they did, one need only to consider what Alaska was like in its frontier days. There were barriers of weather, of travel. In regard to food and supplies, alternatives were left to the missionary: either he had to carry provisions with him or live off the land by hunting and fishing. Alaska's famous bishop, Most Reverend Raphael Crimont, S.J., pertinently said: "You know a missionary ought not to be a man but an angel—a pure spirit without any material needs. It's so difficult to get enough money to carry on all the work of schools and hospitals."

The story begins with a simple background history of Alaska, its discovery by Vitus Bering in 1741, its transfer to the United States in 1867, the coming of the first priest, Father Grollier, an Oblate missionary, in 1860. Next came Father Seguin; in

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1870 the missionary scholar and archeologist, Father Emile Petitot ventured into the Northwest Territory. Bishop Isidore Clut and Father August Lecorre visited Alaska in 1872 and also did missionary work there. In 1877, ten years after the United States purchased Alaska, Bishop John Seghers and Father Mandart began their work of instructing the adults and baptizing the children. They visited the sick, gave medicine to those who needed it and consolation to all. After ten years' work among the natives,

Archbishop Seghers was martyred. Fathers Tosi and Robaut were also among the missionaries of this period. Then in 1888 the Jesuits began their first mission station at Holy Cross on the lower Yukon. The coming of the Sisters of St. Ann was a help to this mission. Around this time Father Jette worked among the Tena Indians and Father LaFortune on the Bering Sea. Needless to say, wherever the priests went they tried not only to spread the Faith but also to improve the conditions of the people. Father

Lucchesi endangered his life taking care of a plague stricken community in the Yukon region. To Father Barnum goes the credit of composing the first dictionary of Eskimo dialects along the Bering Sea. Father Thomas Cunningham shepherds the farthest north mission in the world. The name of Father Francis Monroe occurs many times in Alaska Catholic history. His stay of forty-seven years was, next to Bishop Crimont's, the longest of any missionary in Alaska. The work and adventures of all these missionaries forms the nucleus for this narrative.

These dauntless missionaries sowed the seed of Catholicism well, for the Catholic Church and schools are well established in Alaska. Alaska has its own religious congregation for women, the Oblates of Our Lady of the Snows. In 1951 Pope Pius XII established the Diocese of Juneau with a bishop as its head.

The atmosphere and tone of this easy-to-read book comes, no doubt, from the fact that the author is an expert on the history of Alaska. She has spent much of her time in our Forty-Ninth State studying its land and its people. In order to write *The Forty-Ninth Star*, Miss Savage visited the places where the heroic pioneer missionaries worked.

SISTER M. XAVIER, O.S.U.

Principal, St. Patrick Academy, Sidney, Nebraska

**The College Influence on Student Character.** By Edward D. Eddy, Jr. (American Council on Education, 1785 Mass. Ave., Wash. 6, D. C.; pages 83; price \$3).

The staff which conducted this study in twenty colleges and universities considered character "purposeful control of conduct . . . reflected in the conversion of commitments into consistent application to the complex and varied activities of life. Thus, character is found in action based upon principle rather than that dictated by pressure or expediency." They found that students felt they were not pushed enough, that they were not given enough of the kind of study that would challenge and inspire. They feel that they have not worked to the limits of their time and ability and that it was too easy to "get by" without ever learning to become critical, analytical thinkers. "The good teacher plays a qualitative role," the author finds; but teachers of quality are hard to locate.

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Students tend to profit most from the example of teachers devoted to their subject and possessing a passionate concern for excellence.

At Goddard College in Plainfield, Vermont, where there are fewer than one hundred students, the entire faculty scrutinizes the record of each student before he may move from his second year into upper-class courses to see to what extent his education has "taken hold" within him; and if they find he fails to perform as the faculty believes an educated person should, he is asked to withdraw regardless of his marks. Radcliffe and Wesleyan University employ the tutorial system for enriching the students' lives. Students today are more sophisticated. The author quotes a retired professor of philosophy: "When I first began teaching, practically everything I said shocked my students. Then came the time when nothing could make them move a muscle. Now I'm in the most distressing phase of all—everything they say shocks the life out of me." One vice-president criticized students for trying to be Paul Revere all night and Rip Van Winkle all day. This is an interesting study of student and faculty opinion about the climate of the college.

NAOMI GILPATRICK

**Number Patterns; Fun with Mathematics; and Understanding Numeration Systems.** By Donovan A. Johnson and William H. Glenn (St. Louis: Webster Publishing Co., 1960; pages 43; 45; and 56).

These three paperbacks, each a complete unit, are part of the Exploring Mathematics on Your Own series, seven of which have already been completed. They are chuck-full of readable mathematics pitched at the late elementary or the high school level. Much of the material should prove interesting to the better student, and teachers should find the material especially suited for enriching the course. The format is generally excellent. The reader is encouraged to work the exercises and check for comprehension. Answers are included.

*Number Patterns* leads the student to the discovery of some selected number patterns, most of which become easily understandable when re-written so as to make full use of the decimal character of our usual numeration system. The student is then introduced to

an elementary algebraic analysis of some carefully selected patterns. The algebra is very simple, suited to the problem, and likely to interest the student in algebra as a tool subject. Some practical applications of number patterns conclude the presentation.

*Fun with Mathematics* is a random collection of interesting puzzles, both algebraic and geometric. Most of the illustrations are discussed algebraically. The selection of several calendar puzzles seems inappropriate in the light of the authors' comments: "The

proof of the dependability of this method is very complicated and requires a great deal of knowledge about the structure of the Gregorian Calendar. The parts of our calendar are put together in a rather irregular fashion which makes the algebraic analysis difficult."

*Understanding Numeration Systems* is the most coordinated of the trio. It begins with a discussion of the decimal system and then leads the reader through the elementary operations in the base 5, base 12, and base 2 nu-



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meration systems. The discussion of the binary system contains some information on computers. This pamphlet could well serve as an enrichment text for grades 7, 8, or 9. The mathematics is clear and precise, the illustrations excellent.

It is unfortunate, but not surprising, that the three bibliographies are essentially the same. Moreover, the publications listed are not greatly different in purpose from the text material. It is not the authors' fault that subject matter materials are not available to allow

the student whose mathematical appetite has been whetted to explore substantial mathematics on his own.

BROTHER COLUMBAN, C.F.X.  
Mount Saint Joseph H. S., Baltimore 29, Md.

**The Teaching of Speaking and Listening in the Elementary School.** By Wilbert Pronovost and Louise Kingman (Longmans, Green and Company, 1959; pages 338, with Bibliography, and Index; price \$4.50).

Every beginning teacher is faced with problems of the "how" and "when." So too, is the teacher of many years experience still confronted with the question of varying the method, the approach in impartation and how to find sufficient time. This book by Dr. Pronovost and Louise Kingman certainly supplies specific answers to these questions not only for the beginning teacher, but also for in-service teachers. It likewise abounds in illustrative lessons so as to leave no doubt in the reader's mind just what might be implied. The author also takes into consideration the crowded curriculum and suggests methods whereby "speaking and listening" can be taught without being labeled as such. Thus the cadet teacher will find a help or an answer; the experienced teacher, "gold mine" of suggestions.

Too many Americans and people in general, have never considered that voice quality plays a most important role in effective speaking. If, as the author suggests, proper voice usage along with regular classes would be developed, all class work would be improved and listening in later life would not become an irksome task.

During the learning years nothing is so important as proper pronunciation, enunciation and articulation; in fact, this should receive major emphasis. This is not to be considered a minor phase of learning for the author explains it is a real problem. In teaching articulation and pronunciation, the inconsistency of the English language is paramount, the written English alphabet contains twenty-six letters, while there are at least forty different speech sounds. Again, this should not be an isolated process but a constant integration along with all subject matter.

Application of voice usage and articulation skills receive proper emphasis in oral and choral reading. However, Dr. Pronovost maintains, it should be made meaningful and enjoyable. He further urges that comprehension of thought and mood should precede the oral communication.

Dramatic activities also receive a share of attention. Quoting Dr. Pronovost, "historical incidents become more significant . . . science concepts become more meaningful . . . people in other countries are more fully understood" when dramatic activities are used to enrich subject-matter learning. The seeds of creative writing, so neces-



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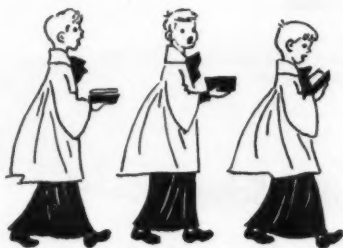
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(Continued on page 111)



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# AUDIO VISUAL EDUCATION

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## The Language Lab Enters the High School

*By Brother Cuthbert, C.F.X.*

MOUNT SAINT JOSEPH High School in Baltimore started planning its language laboratory in October 1958. Discussions took place at department meetings so that everyone could express his views on what he would like to see in a laboratory. It was early realized that most articles in language journals were written from the point of view of college rather than that of high school laboratories, and, while there were a few high school laboratories throughout the country, very little material could be found on them.

Consequently, we realized that we would have to decide upon several points before contracting for a laboratory. First, to what extent did we want a laboratory? Second, how did we hope to use it on the high school level? Third, how would our use of it have to differ from its use on the college level?

### Planning Done by Teachers

We had several departmental meetings to cover all these and related questions. We visited existing language laboratories in the area, all on the college level. We wrote manufacturers for literature and for the loan of sample machines for a trial period, if possible. We read all we could find on the subject. By March 1959, we were able to give our headmaster the specifications of a desired laboratory, together with a summary of the ways we intended to use it.



Brother Cuthbert teaches French at Mt. St. Joseph High School, Baltimore, Md. He has had twenty years of teaching experience, with six years as elementary school principal. He has also been school librarian. He is a member of the National Association of Teachers of French, the Maryland Library Association, and the evaluation committee of the Middle States Association. Brother is a graduate of Catholic University of America (A.B., B.S. in L.Sc.). His M.A. (French) he received from St. John's University, Jamaica, N.Y.

Thus, the planning took place, rightly, among those who were to use the laboratory. This resulted in a greater interest on the teachers' part, greater efforts to face the problems together, and a much greater exchange of ideas.

A former freshman dormitory was eventually converted into a language classroom and a laboratory, each measuring twenty-five by forty-one feet, with lobbies and cloakrooms additional at each end. We had decided that nothing would be taken into the booths except writing materials and the language textbook. Shelves for other books and hooks for coats were provided in these outer lobbies.

### Recording Rooms

A further advantage of this space was its location on the top floor of a classroom wing, hence quiet. Also, former prefects' rooms adjoined, which were to be converted into offices, recording rooms, and store-rooms.

In further preparation language teachers attended conferences on language laboratories or took courses in methods, chief among which was one given on the laboratory method at Assumption College, Worcester, Massachusetts. We had a pooling of ideas, procedures, and suggestions at more departmental meetings, formal and informal, in September 1959. In fact, the saying circulated in the community that where two or three language teachers congregated there was the laboratory in the midst of them.

We early decided that we wanted more from the laboratory than the single benefit of pronunciation improvement by repeating after native speakers. This seemed to us a very narrow benefit compared with other possible ones. After all, perfection of accent and phonetics is to be desired and held as an ideal, but actually, about the only ones today who demand perfection in accent and pronunciation are foreign teachers in America who, whether they realize it or not, are themselves perfectly comprehensible in fluent

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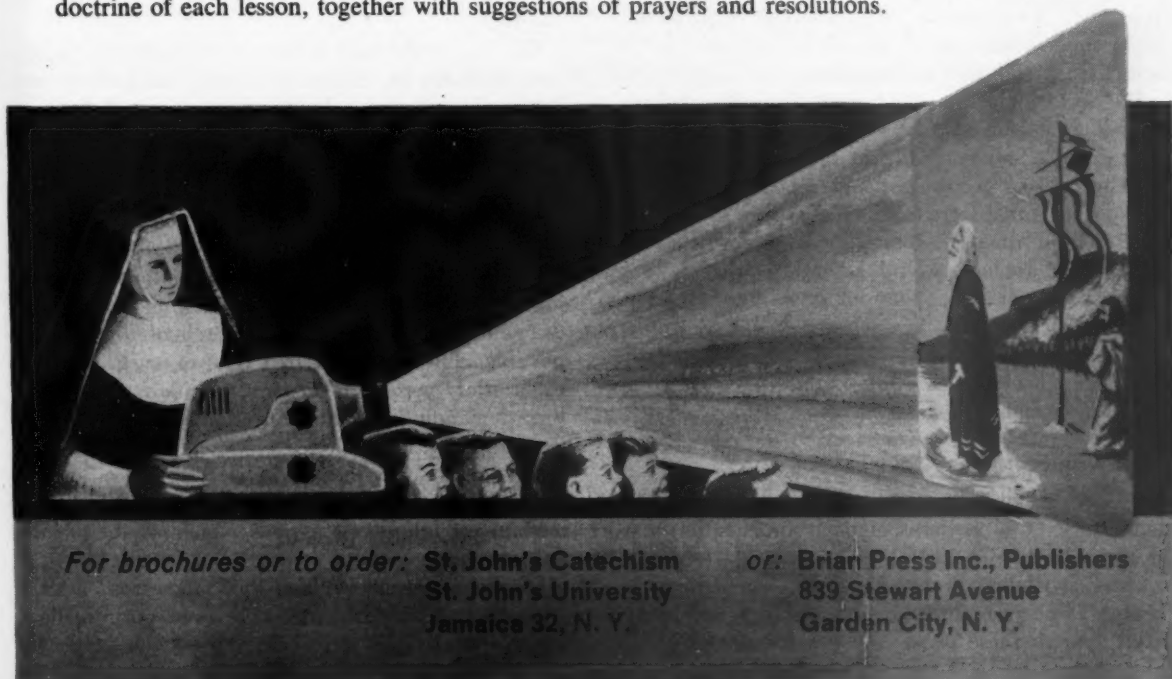
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English but are still laboring even after two years in this country, under what to us is a foreign accent.

*Brother Brendan, C.F.X., monitors a student through the console at the foreign language laboratory at Mt. St. Joseph High School, Baltimore, Maryland. He has two-way communication with student.*

### **Aims**

Among the other aims we set up for the laboratory were: (a) to provide the students with more opportunity to speak the language than is possible in classes of thirty or forty students, (b) to establish grammar patterns by means of exercises based on grammar rules, (c) simple question-answer drills on the reading part of the lesson to encourage simple conversation, (d) oral repetition of the vocabulary of the lessons in both grammar drills and meaningful sentences, (e) aural comprehension of passages with questions to be answered, (f) dictation, (g) tests. We realized that these aims would not all appear in each lesson but would be spread over several lessons.

We decided also that the benefits from the students' recording of their laboratory work, with the ability to play it back independently of the rest of the class, thereby hearing themselves and repeating over and over passages that were troublesome, were so essential a part of the idea of a language laboratory that we would have to have a full laboratory, that is, one comprising facilities for the four steps: hearing; hearing and repeating; hearing, repeating, and recording; hearing, repeating, recording, and replaying at will. Therefore, all of these facilities would have to be included in our laboratory.

### **Begin with Freshmen Classes**

We decided that the language laboratory would be compulsory for all modern language students, but that for the school year 1959-1960 we would restrict it to first year students in French, Spanish, and German classes. There were three reasons for our restricting it this year to these classes: (a) we wanted to find out ourselves the best ways of using the laboratory,

and we thought that preparing tapes for two years of language at the start would be too much of a burden; (b) we wanted to have the class laboratory-trained from the beginning of the study of a language (however, we have permitted selected interested students from the second year classes to work in the laboratory on their own); (c) the scheduling of laboratory periods for eight first-year classes was possible but for fourteen classes would have been impossible on such short notice.

Having established what we wanted the Laboratory to do for us, we found we had to decide on how we could use it for high school classes before we could design the room and ask for engineering and price estimates. The high school situation of necessity differs from the college situation. First, the laboratory in the latter has as its greatest use—and it can be demanded—the "Library Use," wherein students do their laboratory work on their own time and individually, master tapes being prepared for each one to be withdrawn for private use. In the high school, this is rarely possible, due to lack of free time or even, in many cases, study periods. There are too many other activities demanding the students' time outside of class. Consequently, the "Class Use," where the whole class uses the laboratory during the class period on certain days, is more feasible. Therefore, we had to decide on methods of laboratory periods which would include a whole class.

Second, in the high school situation there is not the specialization in a language one finds on the college level; more of the pupils are taking the language; usually there is not much selectivity of students; the

"quot linguas calles  
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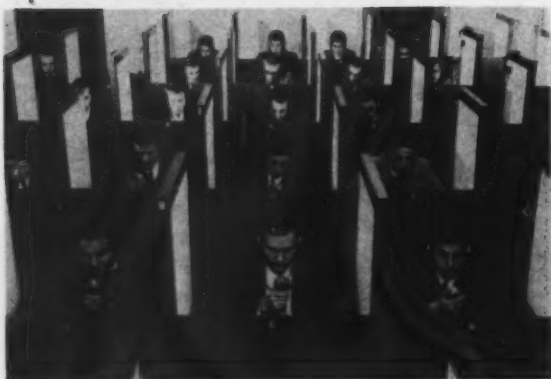
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*Partial view of the foreign language laboratory as the teacher sees his class from the console. The scene is in Mt. St. Joseph High School, Baltimore.*

majority are not going to pursue language study beyond their high school days. Hence, tapes on the high school level have to be different in style, scope, and degree of difficulty.

This philosophy of our high school laboratory, therefore, colored greatly the actual plans we made for the laboratory. Since forty complete booths were financially out of the question, we decided that with twenty active-passive booths (complete installations of earphones, microphones, two track tape recorder, and channel selector) and twenty passive booths (ear-

phones and channel selectors only), we could handle a class of forty, twenty of them in the active-passive booths for the first half of the period and twenty in the passive booths. The latter could be given material not requiring recording, such as comprehension tests, dictations, pronunciation drills, etc., or even receive the same tapes the others were receiving as an added preparation for their own recording. Halfway through the laboratory period the two groups could exchange places. Thus, each group would have half of each laboratory period in the active-passive booths but would receive laboratory benefits during the whole period.

### Equipment

We decided, therefore, on a forty-booth laboratory, with twenty booths active-passive, and twenty passive. We chose a language laboratory firm to plan and engineer our installation for us. Incidentally, we were able to save on the cost of the booths themselves by having two Brothers, whose hobby is carpentry, make the booths during the summer. This is a procedure to be taken into account by schools needing to cut down the costs of a language laboratory.

We installed on a raised platform in the front of the room, before a blackboard, the console provided by the manufacturer which gives us the following facilities: two tape players, one four-speed record player, and one live voice channel. Of course, with

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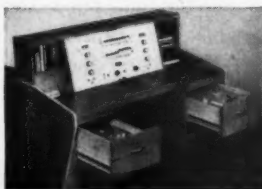


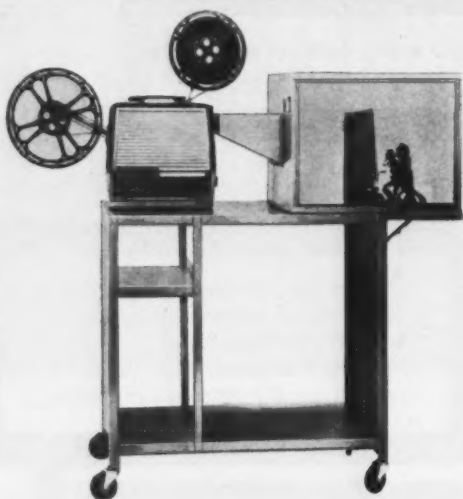
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**General Procedure**

What was the general procedure decided on for the language laboratory? First, we were to have laboratory work every other class day for a whole class period. This meant that all teaching was to be done on the class days, with none to be done in the laboratory. The laboratory was to be used for practice, drill, individual recitation of the materials taught in class.

In general, we decided on three types of tapes for each lesson. One would be on the reading part of the lesson with the master tape spacing the material into thought groups so that the student could repeat for pronunciation, rhythm, etc. Interjected among the sentences would be simple questions in the language based on the material, to be answered in the language. Practically all the sentences in the reading lesson in a good textbook can be made into questions requiring simple answers.

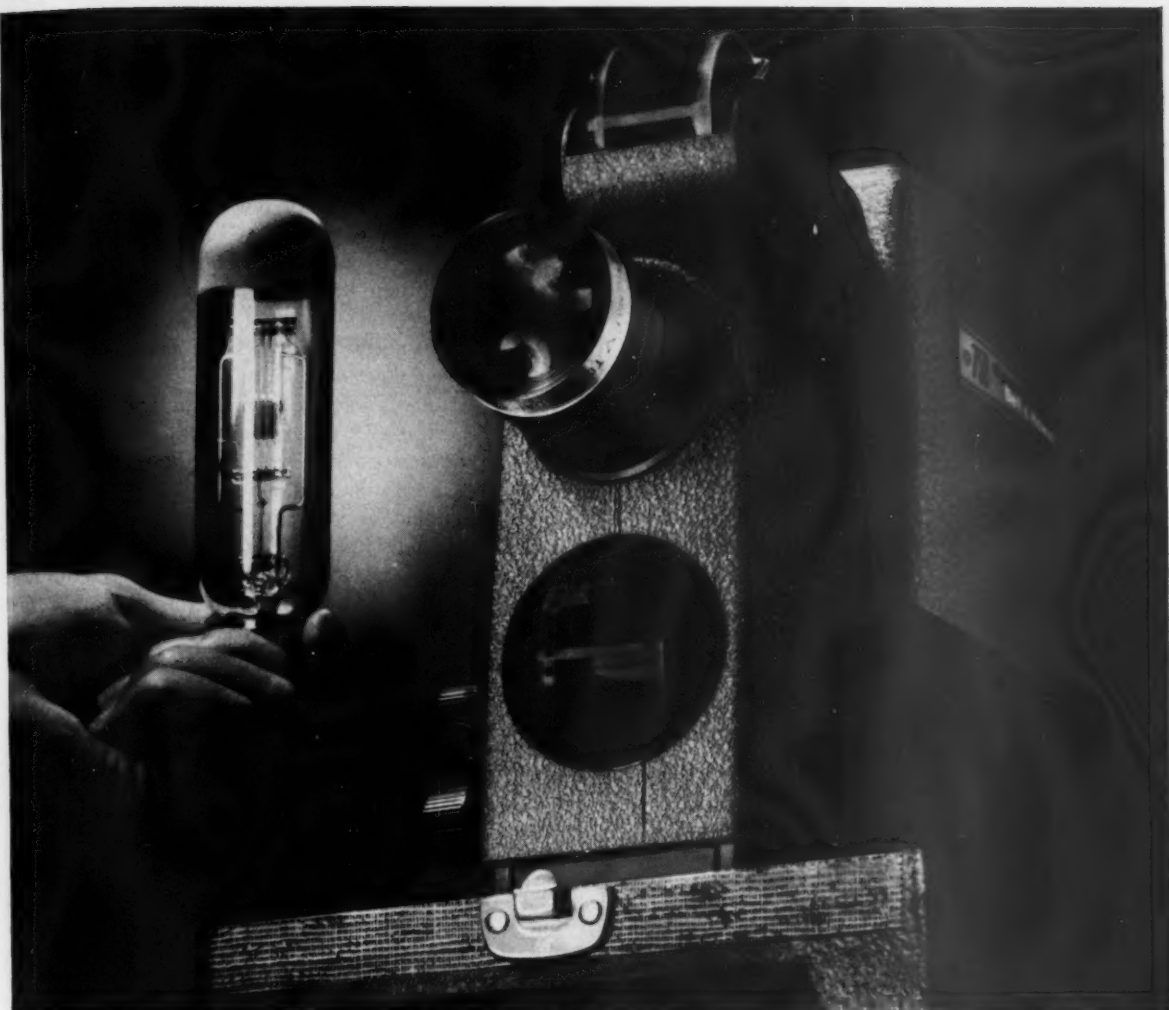
The second type of tape on a lesson would be on the grammar, either on the grammar itself or on verbs. Here there is opportunity for much repetition and drill, with each pupil responsible for doing aloud all the items, not just the one he is called on to do when it is his turn in a regular class. There are many varied ways in which such grammar drills can be given. Also, the vocabulary of the lesson can thus be drilled in conjunction with the grammar.

The third type on each lesson would be a repetition of a native voice reading something from the lesson. For this, we were fortunate in that our French, Spanish, and German textbooks all supply records or tapes of this type.

**Lab Work Coordinated with Textbook**

Thus it is seen that we attempted to coordinate the laboratory work with the textbook. And since there were no textbooks we could use having a complete set of tapes with them in the way we visualized the laboratory, we had to make our own, except for the one tape in each lesson which had the native speaker's voice for imitation.

We made the tapes for the earliest lessons with very slow, careful pronunciation. One school of thought on this subject advocates tapes of a normal conversational speed from the beginning, but we thought it more important at first to have the students



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trained in exact imitation of all the sounds from the start. Of course, the first teaching of the sounds took place in the classroom, and the laboratory was the practice ground. As the lessons progressed and the fundamental sounds had been learned, we speeded up the foreign language to more normal level.

We decided that every few lessons review tapes would be good, for drill on the materials from a new standpoint and by different methods. Sometimes we merely put on tape the grammar exercises in the book when these were clearly adaptable to oral work.

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*Brother Brendan, C.F.X., gives individual instruction in a booth in the language laboratory in Mt. St. Joseph High School, Baltimore. Part of pupil's tape "deck" shows*



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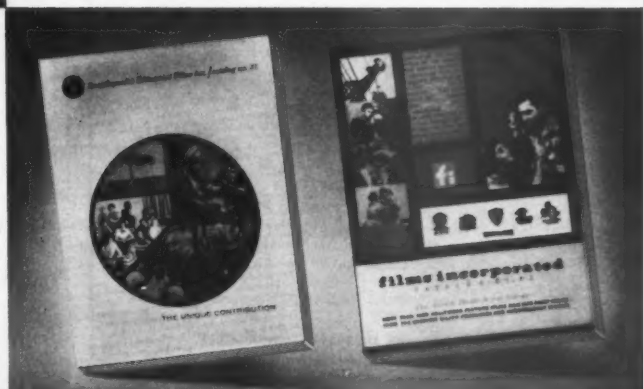
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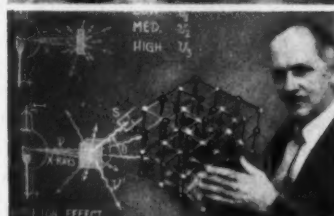
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ables him to have immediate correction by repeating the correct answer.

We planned to limit the tapes to ten minutes at most so that two recordings and a playback would be possible in a laboratory period. The first laboratory day on a lesson would be devoted to the first tape on that lesson. The second day, the student would repeat the first tape and add the second one to it. The third laboratory day he would repeat the first two and add the third. This would fill the student's 600' reel and give him about 30 minutes of playing time.

## Sandwich of Native Music

To lessen fatigue and give an occasional rest, we sometimes play native musical selections on a different channel for a minute or so between the sections of the tape.

Some teachers, instead of having laboratory every other day thought it better to cover the lesson completely in class and then spend several days consecutively in the laboratory. They felt that this insured more continuity in the lesson coverage and also concentrated the laboratory work. In some classes, also, when no other class was scheduled for the laboratory during the same period and when the classes were small, teachers were able to have laboratory every day for a part of every class period. These taught in the classroom opening off the laboratory, so that there was no loss of time in getting from one to the other.

Therefore, the uses to which we put the laboratory were: (1) simple questions and answers on the reading part of the lesson, (2) drills on points of grammar in the lesson, (3) integration of the vocabulary of each lesson with the grammar and question-answer drills, (4) imitation of native speakers, (5) verb drills, (6) aural comprehension, (7) dictation, (8) tests.

Of course, all of these uses do not appear in every lesson, but we tried to include them all over every few lessons.

Boys were assigned to definite booths, both for responsibility and for purposes of monitoring, so that we have had no difficulties about abuse of booths or equipment. The boys have respected the outlay of school money for the laboratory and are quite proud of it.

## Financing the Laboratory

To help finance the laboratory we applied for and received a government loan of \$5000 through the Education Defense Act of 1958 and are charging a laboratory fee of \$10 per year. We expect the debt to be amortized in three or four years. Our complete installation, with a supply of tapes and accessories, cost us just over \$9000.

To take care of laboratory tasks not requiring an expert, we have a boy trained to do the checking of equipment, cleaning, erasing used tapes by means of a bulk eraser. Our radio teacher visited the factory near Washington and received instructions on trouble-



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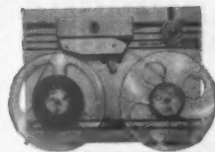
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The RCA "Preceptor" console (above) with its master control panel puts the teacher in complete command. It allows: 1) monitoring of any student; 2) listening in on master tape and student's voice; 3) two-way conversation with any student; 4) recording of student on central tape recorder; 5) insertion of comments on the recording; 6) communication with whole class through "all-call" control. The teacher controls tape selection and can play up to 10 different tapes.



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shooting and simple repairs. Since that time he has been able to take care of our mechanical difficulties, which have been very few.

Concerning the results and achievements of our language laboratory in the semester we have used it, a questionnaire filled in by the teachers gives us the following information.

### Improvement Noticed

Much improvement has been noted over former classes in these items: aural comprehension, interest, motivation, students' confidence and facility with the spoken language. More than ordinary progress has been remarked in oral grammar facility and reading ability. Teachers' opinions on improvement in written grammar range through *much, some, little, to none*.

As far as advantages for superior students are concerned, the teachers give these opinions, based on one semester's experience: extremely high motivation, opportunity for individual progress, much more benefit from language study, very much oral-aural practice, phenomenal degree of comprehension, lessening, of the degrees of boredom by being held down to the median level of the class. The same benefits were noted as far as the average students are concerned, plus the added benefit of learning as much textbook material as before, besides having a great amount of oral-aural practice.

For the slower students, the same advantage of proceeding at their own pace was noted. More repetitions are possible. The students don't have to face the embarrassment of having their errors glaringly presented before the whole class. There is more possibility of personal attention from the teacher through the console, without delaying or disturbing the rest of the class. The boys are much more active than they would be in even the best run classes.

### Problems Encountered

What are some of the problems we have encountered and are trying to solve? Here again the following comments are from the questionnaire. (1) Making good tapes, correctly spaced and efficiently made to produce maximum results in a minimum of laboratory time. We feel that our early tapes need revision and that our more recently made ones are improving. (2) Guaranteeing enough repetition and drill without the danger of boredom. We try to vary the type of work on the tapes every few minutes. (3) Coordinating the class work with the laboratory, since sometimes we are not able to prepare the boys sufficiently in class for the next laboratory session. (4) Covering the material in class in half the number of class days we used to have. Here, however, we find we are using class time more economically, and the value of repetitions in the laboratory insures greater, quicker, and more lasting learning than heretofore. (5) Moving half of the class at the midpoint of the laboratory session. This does consume valuable time. (6) Keeping the

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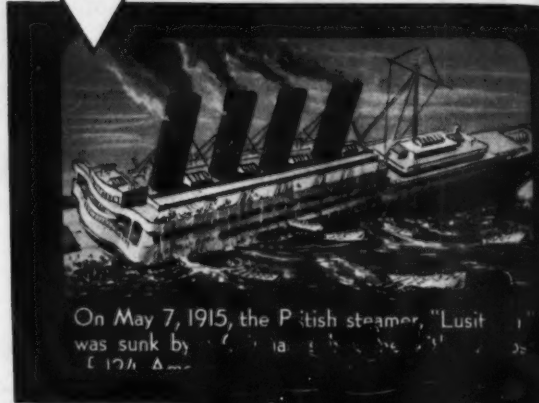

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\* Prof. JEROME G. KERWIN is also author of the book: A CATHOLIC VIEWPOINT ON CHURCH and STATE, recently published as part of the Catholic Viewpoint Series.

very slow students interested and working and preventing their becoming discouraged. As we said, the laboratory is not a panacea; some of the problems of a regular class still exist. (7) Finding time on the teachers' part for the great amount of extra work needed in preparing tapes, listening to tapes, etc. The amount of extra time required has been estimated variously from five hours up to as much as fourteen hours a week.

### Solves Some Problems, Creates Others

We ever bear in mind the dictum of a teacher with many years of laboratory experience: The Laboratory will solve some of your problems, but it will create others.

After a semester's use of the language laboratory at Mount Saint Joseph, we feel that, even though we are still in the experimental stage as far as a high school laboratory is concerned, we have made a good start in setting up a program. We feel that the laboratory definitely has great value, that as time goes on and we become better acquainted with methods and procedures, this value will increase and become more evident. We are far from being satisfied with our present methods and accomplishments, but we are sure that, because of our semester's experience, our future has hope that it would not have otherwise.

## MACBETH ON RECORD

By Sister Rosalie Marie, S.S.J.

"THERE IS NOTHING new under the sun." Always true, this axiom loses none of its validity when applied to teaching methods. Audio-visual aids, while not so old as the sun, are obviously so much a part of the modern teaching paraphernalia as to make further attempts at such discussion unnecessary or boring.

However, an idea, an experience, even a success recalled, may revive interest on the part of a former user of such equipment. Perhaps a half-forgotten happy class period is rooted in just such an enterprise. Perhaps experiments in other areas of the vast world of the English course may have caused the remembrance to fade. The teacher exploring in vain the elusive magic lands of the imagination in a particular group may have shifted her emphasis to cold fact and discussion. But the poetry of life, including teaching memories, survives somehow despite frustration, disappointment, and preoccupation with data.

Sister Rosalie Marie teaches senior English at Cardinal Dougherty High School, Philadelphia. Of her twenty-one years of teaching, seventeen of them have been devoted to teaching English. Sister is a graduate of Chestnut Hill College, Philadelphia. She has an M.A. from the University of Pennsylvania where she is pursuing a Ph.D.



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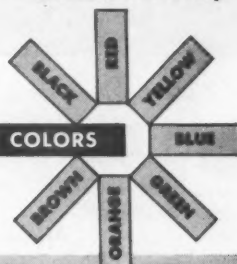


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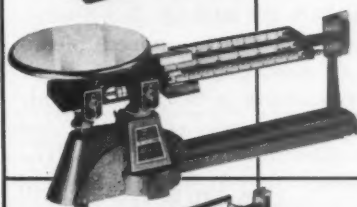
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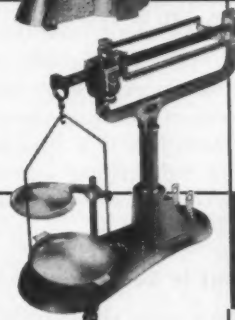
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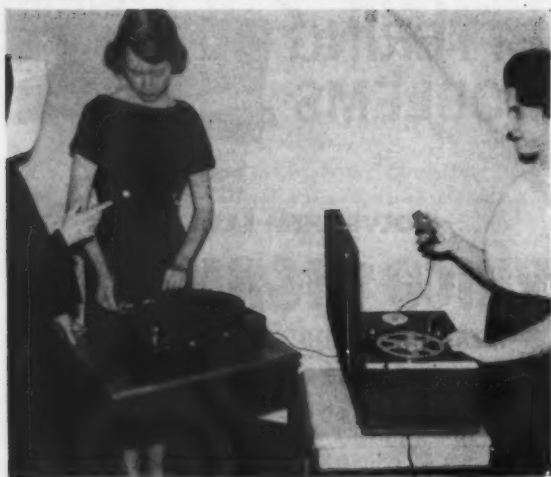
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*The shock of recognition comes when Shakespeare is dramatically expressed—on records, here. Pupil of the author is ready to start the record on the record player at the left. The tape recorder at the right will serve to record pupils' efforts at dramatic readings.*

### Rewarding Moments

Some of the most rewarding moments in an English project can be attributed to the use of recordings. For the teacher who has once used Maurice Evans' and Judith Anderson's "Macbeth," finely excerpted, there is always a dissatisfaction, undefined maybe, when the play is completed without such dramatic interpretation. Most of us have found that a reading of the play over a period of time elicits moderate interest. Such is the power of Shakespeare. But the shock of recognition that comes when the student with book in hand hears, dramatically expressed, speeches she mumbled or read monotonously is a shock indeed.

### Period Well Spent

A class period devoted to recordings of "Macbeth" is a period well spent both for students and teacher. Shades of meaning are more clearly outlined; picturesque speeches take on new dimension; truly tragic scenes like Macbeth's reception of the news of Lady Macbeth's death plumb the depths of the soul and wring the heart when uttered by Maurice Evans. The musical background sometimes comes as a surprise to the students but is accepted as they regret their own unimaginative sense. The class may have thought of sound effects in their amateur class room versions, but few realized music to be so vital to the atmosphere. There is no doubt that good recordings of a specific work of art make an excellent culminating lesson. The "good" is essential to the success and enjoyment of "Macbeth."

### Alerted to Need of Investment in Recordings

Once when we wanted to hear a scene not recorded in the Evans volume, we located it in another series.

While the scene thus played was pallid in comparison, it aroused the class to an understanding of the need for an able interpreter of Shakespeare's rich and figurative language. It alerted me to the need of a wise and considered investment in recordings for classroom use. Poetry is life and must not be undersold.

There can be no minimizing the contribution of such recordings to the classics. A student, once introduced to the eloquence hidden in an often unattractive page, has made a deep and lasting acquaintance with true literature. If he reads no more Shakespeare ever, lines and phrases from "Macbeth" will haunt him at intervals. If Evans and Anderson have made a true conquest, he will hear "Hamlet" and "Lear" as he reads them on his own. One student memorized and recited voluntarily a passage from "Henry V" as a result of oral acquaintance with Shakespeare.

Shakespeare will never die, but good recordings can keep him healthfully alive.

## Forming a Student Projectionist Club

*By Sister Agnes Virginia, C.S.J.*

USING VISUAL AIDS, far from diminishing the teacher load, increases it. Availability of equipment is an important factor in encouraging its use. There exists a real incentive to use tools to which we have easy and ready access.

Nothing does more to put projection equipment within the easy reach of teachers than an efficient student projectionist club. The student who will not take pride in an English theme well-written, will gladly work hard in preparing and setting up the visual aid equipment for a lesson which necessitates a projector of any kind. I have found too, that apparatus handled by trained students suffers less than at the hands of untrained teachers.

### Have Portable Projection Table

Equipment should be kept in a place apart from the closet in the principal's office, preferably in a small room which can be locked. But even a hall closet will do. To insure careful handling and to prevent students being hurt by carrying heavy machines, all materials should be transported by means of a small truck that also doubles for a projection table. The Wheelit, which can also be used on stairs, has a brake and shelf that saves scurrying around for work tables.

Sister Agnes Virginia teaches in Brentwood College, Brentwood, N.Y., in addition to teaching French on the elementary level and Spanish on the high school level at St. Joseph Academy. She is also director of audio-visual. For twenty-five years Sister has been teaching French and Spanish in secondary schools of the Diocese of Brooklyn. For eight years she had charge of horseback riding in St. Joseph Academy.





As director of visual education I announced that we were forming a Projectionist Club and anyone interested should sign up. The number of applicants far surpassed my expectations and my first impulse was to restrict the number to be accepted. But faced with the decision of whom to reject, I finally resolved to train all to a certain point. They were to begin as pages who were taught where equipment was, the names of different types of portable projectors and how to erect the screen. This last skill seems an inconsequential one, but it is amazing how the life of the screen can be shortened by improper handling. The pages were also made responsible for returning equipment to its proper place and reporting a burnt-out lamp or other mishap.

Since those instructed in the use of equipment forget without practice, I train in the use of the projector when teachers send in requests for films, filmstrips or the equipment. I look up the names of pages in the class using them and send for them to instruct them ahead of time. When the club is functioning smoothly, this duty can be taken over by full fledged members, who have received their "pins."

#### We Are Affiliated

We are affiliated with the School Projectionist Club of America. Their booklet, *The ABC of Projection*, is our manual used by students who are learning to run the 16-mm movie, sound projector. At the same time they are present during shows and watch an experienced projectionist at work. This same organization furnishes pins and certificates attesting to the skill of the recipients. These pins and certificates are among the proudest possessions of the members. Before receiving them, applicants must pass a double test—written and practical. The test, with answers, is printed in the manual and must be studied beforehand. The practical test follows the written, and calls for a demonstration of ability to run a whole show without any help, either from student or moderator.

#### Given Practical Test

This practical test is all-inclusive. The student-applicant is told when the next show is to be. He is responsible from there on. He goes to the place where the mail is delivered and inquires for the film. Then he checks each print to see if splicing is needed and the reels are in proper order. The projector should be cleaned and if necessary oiled. If not in the regular projection room, ways and means of darkening, with no chinks of light showing through, must be devised. The show itself must be run off in professional style. Only the amateur forgets to focus sharply *before* threading or shows the leader with the numbers that precede each film. If any adjustment in framing has to be made, he should take care of it without being told. The sound too, should be just right for the room.

It is the student who asks to take the test when he thinks he is ready to run a show alone in professional



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style. The teacher should not be near the projector during the test, so as to prevent the natural tendency to give helpful hints.

### Develop Sense of Responsibility

I have never seen anyone so proud as the student who successfully runs his first show. Those who would ordinarily be indifferent to details that spell good projection, simply because the teacher is at hand to take care of them, develop, in one fell swoop when they are on their own, that sense of responsibility which we educators are trying so hard to inculcate.

In spite of my plan to train in the use of easier equipment first, it sometimes happens that a visual aider may learn the operation of a 16 mm sound movie projector before the simpler filmstrip or opaque projectors. This has resulted in the display of an interesting side to human nature. The movie projectionists were *too important* to work these simple projectors and considered it beneath their dignity to do so. It was not until "with regret," I could not fill in their projection card which lists their accomplishments that the attitude changed. These cards supplied by the school projectionist club have space for listing all the types of equipment that the member knows how to operate.

The National headquarters for the School Projectionist Club of America is at State College, Pa., and Philip Mannino is the executive director.

### Useful Training Films

International Film Bureau Inc., of 57 East Jackson Blvd., Chicago, Illinois, is distributor for excellent films on training in projection. The one on *Facts About Projection* and *The Audio-Visual Supervisor* are excellent matter for meetings of the projectionist club. More for the moderator are any one (depending on the projector you own) of the five films on *Operation and Care of the Ampro Super Stylist* (or *Bell and Howell*, *Devrylite*, *RCA 400*, and *Victor*).

## We Discover Two Filmstrips

By Sister Barbara Ann, O.S.F.

RARELY IS THERE a science teacher found today who has not utilized to some extent the numerous audio-visual aids, such as motion picture films, filmstrips, and 2 x 2 color transparencies in the classroom. There are more



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and more very fine materials being placed on the market. When these helps are used properly, classroom teaching becomes doubly valuable because students learn not only by hearing but also by seeing.

Although motion picture films provide a wide choice of worth-while subjects, there are a number of reasons for preferring filmstrips, at times in conjunction with companion films. When using a filmstrip, the teacher is able to stop at any point for explanation or discussion; he is able to backtrack for on-the-spot comparisons or for clearing up any student difficulties. Then, too, filmstrips are so comparatively inexpensive that a permanent library can easily be established at moderate cost.

### Permanent Loan Basis

Furthermore, in the past few years there is an ever increasing number of good free filmstrips, with little or no advertisement, offered to schools on a permanent loan basis by the educational divisions of many firms. To name but a few of these filmstrips in the scientific field, there are *From Test Tubes To Tablets* sponsored by CIBA Pharmaceutical Products, Inc., *Germes and Your Health*, and *The Mouth: Digestion and Respiration* presented through the courtesy of the Lambert Pharmacal Company. These filmstrips were produced and are distributed by the Audio-Visual School Service, 48 East 29th Street, New York 16, New York. In most cases the filmstrips are accompanied by a teachers' manual and filmstrip commentary. Some are likewise supplied with additional supplementary materials for teacher and students.

### Find Two Especially Helpful

Last year we found two other filmstrips especially helpful: *Why Eat A Good Breakfast* from the Cereal Institute, Inc., and Lever Brothers' *Good Food . . . Good Health . . . Good Looks*. The first named filmstrip is a summary of the research of the Iowa Breakfast Studies; the latter one, together with its companion sound film of the same title, is a survey of a school year diet project which took place at the Texas State College for Women under the sponsorship of Lever Brothers Company.

The filmstrips in preview suggested a possible method of attacking the problem of poor eating habits so prevalent among our American youth today. Current periodicals have frequently discussed this problem, and have pointed out the far-reaching harmful effects of inadequate diets. A survey taken a few years ago in our biology classes revealed an amazingly large number of girls who had frequent headaches. The same survey indicated that at least some of these girls were suffering such needless discomforts because of not eating properly.

### First, Two Students Complete Survey

Preceding the presentation of the filmstrips just mentioned, two biology students made a survey of the diets of a large number of their companions. They prepared

a printed sheet with space for listing the foods eaten at the three daily meals and the snacks consumed in a period of one week. These sheets were distributed to more than a hundred students. At the end of the week about 104 girls responded by returning their completed diet sheets. Then the two girls who were conducting the project, after spending many days in examining and classifying the information given, presented their results to the biology classes. A discussion followed wherein the two girls by means of charts which they prepared demonstrated that teen-agers prefer too many soft drinks and candy to the essential fruits and vegetables.

### Projection Club Speeds Showing

In order to clinch the unit on what should be considered a good teen-age diet, we used the silent color filmstrip *Why Eat A Good Breakfast* and the sound color filmstrip *Good Food . . . Good Health . . . Good Looks*. The class was given a preliminary briefing on the major points to be observed in the filmstrips, members of our school's projection club had arranged the equipment in advance of the showing, so that we could begin viewing the material as early in the class period as possible.

*Why Eat A Good Breakfast*, as mentioned previously, is a summary of a nation-wide survey of breakfast eating habits known as the Iowa Breakfast Studies. These scientific experiments were conducted jointly by the departments of physiology and nutrition in Iowa State University's College of Medicine. The filmstrip illustrates how the studies were conducted on college girls, one of the four volunteer groups. Two samples of good breakfasts are shown. The conclusions of the research are stated briefly, "a good breakfast is essential for maximum physical and mental efficiency during the late morning hours."

### Learn About Adequate Diet

We viewed our second filmstrip *Good Food . . . Good Health . . . Good Looks* primarily to learn what may be considered an adequate diet for teen-agers. The varied physical tests made on the Texas College girls indicated the extreme care taken to check the general health of the 122 volunteers. The basic food wheel was presented a number of times throughout the course of the filmstrips to illustrate the use of the wheel in planning well-balanced meals. The several meals suggested appeared quite attractive and appetizing to our students. The filmstrip likewise showed that an adequate diet results in increased health and vitality.

In the use of visual aids a successful teacher evaluates the material used. Does this material convey important information? Are the desired outcomes attained? Last but of major importance, have pupil attitudes and behavior been satisfactorily affected and

changed as a result of viewing this filmstrip or this motion picture film.

### Students Derive Much

Our biology students derived much needed and valuable information from our unit on an adequate, well-balanced diet for teen-agers. The two filmstrips used, and the supplementary material accompanying *Good Food . . . Good Health . . . Good Looks* were very helpful in demonstrating in a concise manner what a healthful meal or snack should be. The short quiz following the use of the filmstrips indicated that the students had acquired immediate knowledge.

However, would this knowledge be carried over into the students' daily lives; would it assist in changing their habits of eating? It was very encouraging to have a number of the girls come later, of their own accord, to state that they had begun the habit of eating breakfast before coming to school, or to mention that they were making an effort to eat more well-balanced meals.

### A Band for Your Elementary School

(Continued from page 49)

a reality and a success. There is much other material that can be examined or considered, but such considerations can be attended to at a later time. Thus, for example, it is not immediately necessary to plan for capes or elaborate uniforms. Simple apparel of a uniform character (white shirts, black bow ties, etc.,) will do for a while. Even the matter of music stands can be solved in the beginning by having the students bring their own folding stands along for rehearsal (they will decidedly need them to hold the music for practice at home).

### Assurance of Success!

What assurance have you that your efforts will succeed? None, except the experience of the schools where the band program has been started with confidence and pursued with intelligence. Must the school be a large one of a thousand or more pupils before such a program can be considered? Not necessarily. The writer has seen an outstanding unit come from one of the smaller schools of his archdiocese while two units in finer and larger schools labored on the very border of failure.

The elementary school band is a highly significant form of creativeness. Make good use of it in your school and your many heartaches in its growing pains will be rewarded a hundredfold by the sense of gratification you will discover in the achievements of your students and the heart-warming pride they will demonstrate in creating art for the enjoyment of all who like music and the children who make it.





choose your films

## EVALUATES Audio-Visual Materials

### Holy Bible in Pictures

This is a series of twenty-three color filmstrips (11 on OT, 12 on NT). Evaluations of the filmstrips on the Old Testament were published in the April issue which may be referred to for particulars, prices, and objectives of the series. The distributor is Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

#### 16-19 Sermon on Mount to Last Supper

**Description.** 16. This filmstrip begins with our Lord's question, "Is it lawful on the Sabbath to do good or harm?" To show that He is Lord of the Sabbath, Jesus tells the man with the withered hand to stretch it forth and it is cured. In surprise and fury the Pharisees discuss what they might do to Jesus. After praying upon the mountain Jesus then chooses the "twelve" whom He named His Apostles.

To instruct not only the Apostles but also the people, Jesus preaches the sermon on the mount, telling eight ways in which His followers are blessed. Then follow examples of charity, mercy, prayer, pure intention, confidence in God, brought out through illustration of the parables of the rich man and Lazarus, the unjust steward, the good Samaritan, and the prayer of the Scribe and the Publican. Finally, God's providence is shown in his care of all things, even of the lilies of the field. (16. *The Sermon on the Mount*)

17. This filmstrip portrays Jesus' power over nature by His stilling of a storm at sea, over life by His restoring to life the widow of Naim's son and the daughter of Jairus, over sickness by His curing the woman with an issue of blood and His making the blind man see, over sinners by forgiving one who was sorry—Mary Magdalen. Finally, the parables of the good shepherd and

the prodigal son portray Christ's love for repentant sinners. (17. *Miracles and Parables*)

18. In this unit, Christ's instruction to His followers begins with this directive: "Go, preach the message, 'The kingdom of heaven is at hand.'" The parable of the sower shows the necessity of the seed falling on good ground and being tilled with good works to produce fruit. After the Apostles and disciples return from preaching, Jesus takes them to a mountain to rest, but the multitudes follow him. As a promise of heavenly manna in the Holy Eucharist, Jesus feeds thousands with a few loaves and fishes and the following day tells them to work for the bread of life. The Apostles, after seeing the miracles of Jesus, acknowledge Him to be God through their spokesman Peter.

Later, to convince Peter, James, and John still more, Jesus is transfigured before them and the Father issues the command, "Hear Him." To be His followers and helpers the Apostles must have the simplicity and love of little children. Through the story of the rich young man they are counselled to leave all things and follow Christ. He brought Zaccheus to great generosity in the return of excess taxes and in the service of the poor. In serving Him with food one does good, even as Martha, but in listening to His word and carrying it out one does better, even as Mary. The instruction reaches its climax in His directive after raising to life Lazarus: "He who believes in Me, even if he die, shall live." (18. *Instructions to Apostles and Disciples*)

19. The last week of Jesus' life begins with the entry into Jerusalem amid wide acclaim. Drawing nigh to the city, Jesus weeps over it and prophesies its destruction because of the unbelief of its people. In the temple He drives out the buyers and sellers. Then He heals the blind and the lame, and both adults and children sing His praises. The Phari-

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sees try to trip Him on the question of tribute to Caesar. The traitor Apostle agrees to betray Jesus to the chief priests.

On Holy Thursday He eats the Pasch for the last time with His Apostles. Then He says the first Mass by changing bread and wine into His body and blood, and gives the Apostles Holy Communion. He institutes the Eucharist as sacrifice and sacrament and makes the Apostles priests of the New Dispensation. Then He concludes: "Love one another, as I have loved you." (19. *Ceremonial Entry and Last Supper*)

**Analysis.** In the form of a chronology, the four filmstrips give the account of the formation of the Apostles, the working of miracles, the telling of parables, the important events of Christ's life. The teacher herself will have the burden of clarifying and emphasizing the important doctrinal points implicitly contained in the illustrations. She will also need to adjust the presentation to the level of the group she is teaching. The captions do nothing more than relate the simple fact. The committee was unable to locate the exact source of a number of the quotations used, whether in the Douay, Confraternity, Knox or Kleist-Lilly translations of the New Testament.

The group that uses the filmstrips could well use in discussion a guidebook or Teachers Manual which would give the source of the scriptural quotations and the important items for consideration. Such a guide also could attempt to bring into some form of unity the material presented in the filmstrips: (1) Christ chose the "twelve" and trained them for His Church; (2) to prove He is God and Savior He worked miracles and forgave sins by His own power, doing only what God can do; (3) in parables He made His teachings clear to people in all walks of life; (4) from the very beginning of His miracles and teaching the Scribes and Pharisees refused to accept Him and gradually worked toward the goal of doing away with Him. The series as it stands now is lacking in a proper doctrinal emphasis.

Each filmstrip has nineteen frames of colored pictures on the content, with some miracles, parables, incidents having more than one picture. The art is excellent,

done in a modern decorative style. It is questionable, however, whether this style of illustration is suitable to the purposes of a teaching filmstrip, because of its non-realistic style.

	55	65	75	85	95
Theology	_____	_____	_____	_____	_____
Philosophy	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
Authenticity	_____	_____	_____	_____	_____
Correlation	_____	_____	_____	_____	_____
Organization	_____	_____	_____	_____	_____
Technical Quality	_____	_____	_____	_____	_____
Utilization	_____	_____	_____	_____	_____
Pupil Interest	_____	_____	_____	_____	_____
Outcomes	_____	_____	_____	_____	_____

**Appraisal.** Each filmstrip opens with this suggestion: "You will enjoy this filmstrip more if you take time to ask questions and discuss the pictures while you are looking at them." Besides the above explanation, there should be a background of information contained in a Lesson Plan. This should also include references to the new Testament which would give the sources of each incident, miracle, parable. The material as it stands now is a bare chronology, with not enough organization, and lacks doctrinal emphasis. Depending on the type of questions and discussion, and in the hands of a well-equipped teacher, the filmstrips could prove useful in the middle and upper grades. The rating is C, or fair. The CAVE Seal of Approval is granted.

CHICAGO CAVE COMMITTEE

## Positive Citizenship

(Continued from page 84)

## Sanctity of Oaths

There is also the sanctity of oaths to be formally and vigorously stressed. The day of our student's induction into military service or into a public office of trust may be remote. But it is ours to build into a student's outlook the consequent moral obligation of it. If it is built into the foundations of response, then when a choice has to be made under turmoil, danger, or emotional stress instinctively the words and deeds will be true and loyal. A man's "No" will be no, and his "Yes" will be yes in the ultimate and final review of his action.

## Book Reviews

(Continued from page 88)

sary in high school and college, should be planted in the elementary grades. Thus by writing the script and presenting the play a double objective is met. In connection with play production countless everyday experiences can be learned by the individual child. There is the time element, a budget within financial limits, stage and business managing, rehearsals—all of which teach individual and group responsibilities.

Not only is the normal child considered, but likewise the child with speech or hearing disorders. While these children need supplementary assistance, many classroom teachers can lend invaluable aid in detecting the handicapped early and in directing the child to proper therapists. A speech inventory is suggested to enable the teacher to familiarize herself with the pupil's individual needs.

The book is primarily for teachers, especially for those who are dedicated to this profession, those who desire to give the best to each child, to make the learning process more vital, more enjoyable, more permanent.

SISTER M. HORTENSE, O.S.F., M.Ed.

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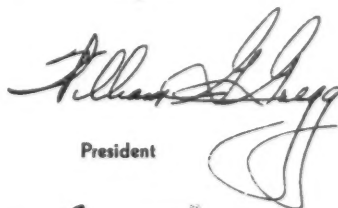
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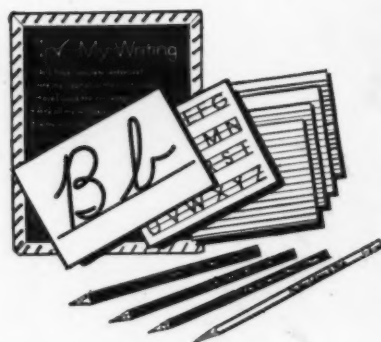
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